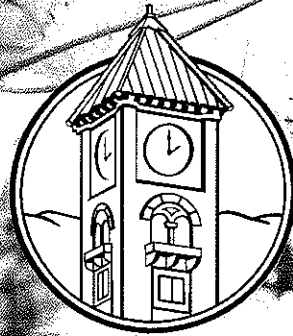


**Northwest Commission on Colleges and Universities
Year Three Self-Evaluation Report**

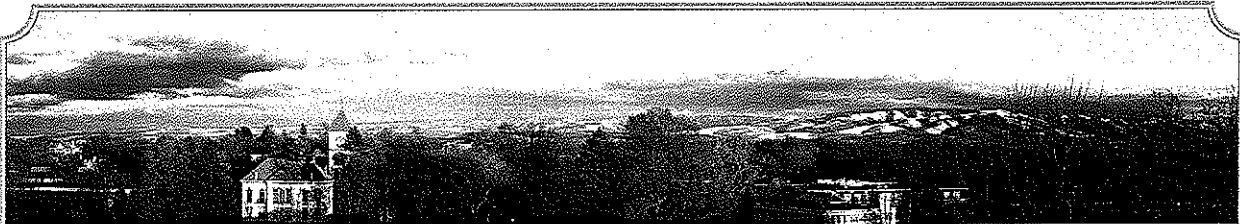


**WHITMAN
COLLEGE**

September 2, 2013





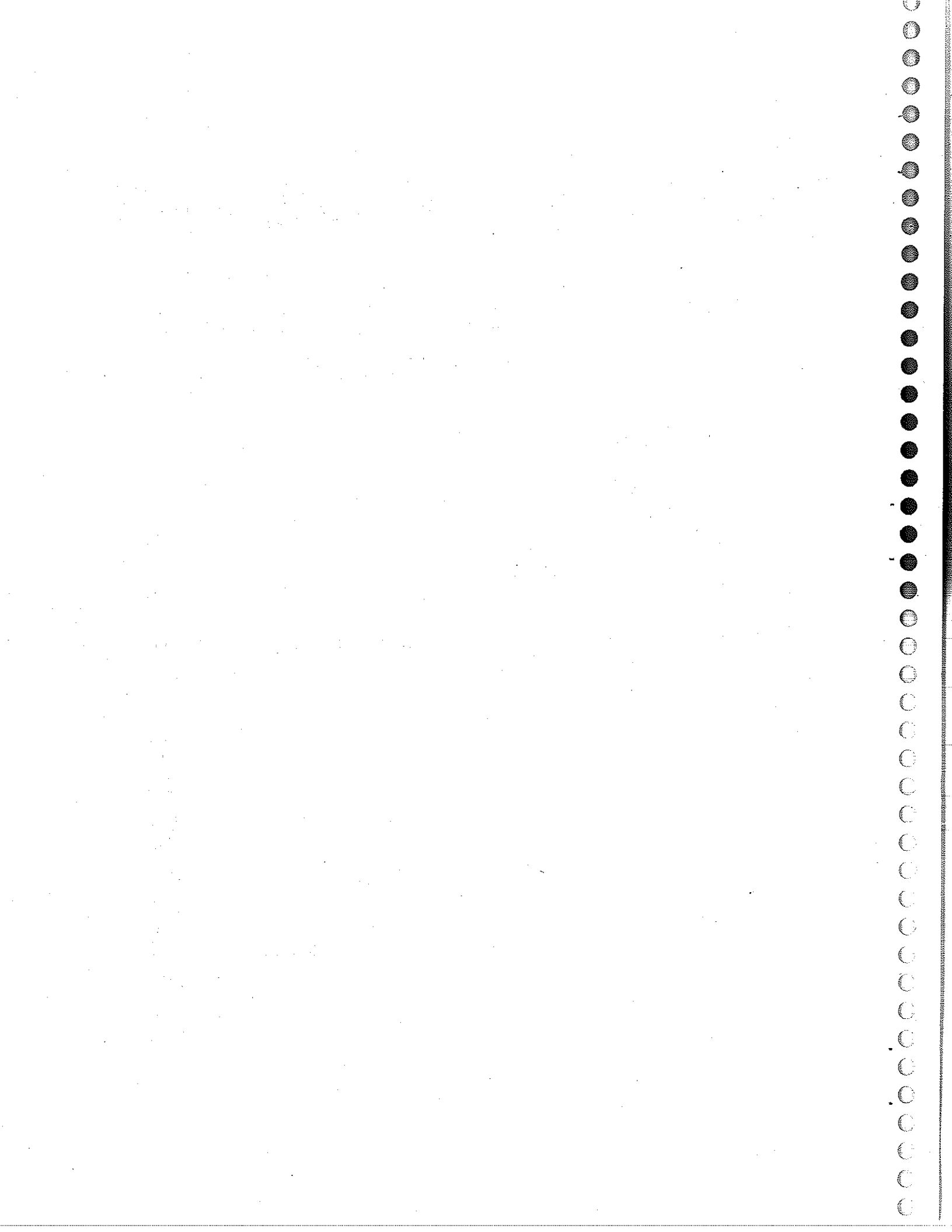


WHITMAN COLLEGE

Year Three Self-Evaluation

TABLE OF CONTENTS

Institutional Overview	3
Basic Institutional Data Form	5
Preface	13
Updated Chapter One: Mission, Core Themes, and Expectations	15
Chapter Two: Resources and Capacity	
Executive Summary	29
Standard 2A – Governance	34
Standard 2B – Human Resources	56
Standard 2C – Education Resources	65
Standard 2D – Student Support Resources	78
Standard 2E – Library and Information Resources	107
Standard 2F – Financial Resources	112
Standard 2G – Physical and Technological Infrastructure	115
Conclusion	122
Appendices	127



Institutional Overview

Whitman College, a private, independent, non-sectarian, residential, liberal arts college, has been in continuous operation in Walla Walla, Washington, since 1882 and was chartered in 1883. The College is highly selective, with a 47% admittance rate. The consistently cited top reason for attending Whitman College, as reflected in first-year students' responses to the Cooperative Institutional Research Program (CIRP) survey in 2008-2012, is "Good Academic Reputation." Students admitted for Fall 2013 had median SAT scores of 690 in Critical Reading, 670 in Math, and 670 in Writing, and a median ACT score of 31. Whitman students currently have a first year retention rate of 94%, a second year retention rate of 89.6%, and a five-year graduation rate of approximately 88%. Between 36-49% of the students participated in an off-campus study program during their time at the College during the years of 2011-2013. In 2011-2012, 37 Whitman College undergraduates and alumni were recipients of post-graduate fellowships and grants, the widest range of major fellowships, scholarships and grants of any year in the school's history. The College library, computer labs, and health facilities are open 24 hours a day, seven days a week. The College enrolled 1,539 full-time students in the Fall 2012 semester from 46 states and 22 nations, more than 22% of whom were minority or international students. The average class size was 18.2 in Fall 2012 and 19 in Fall 2011, and the College maintained a student/faculty ratio of 8.9/1 as of Fall 2012. More than two-thirds of students live on campus. Whitman College provided some form of financial aid — scholarships, loans and employment — to more than 86% of the students attending the College in Fall 2012.

In 2012-2013 there were 146 full-time faculty members, with a total head count of 205. Students may choose from among 44 majors and more than 30 minors, and can create an Individually Planned Major. Whitman has developed more than 20 innovative teaching and learning programs, including Semester in the West, history and ethno-botany of the Silk Roads, the Global Studies Initiative and the Cross-Disciplinary Learning and Teaching Initiative. These programs bolster cross-disciplinary programs and curriculum that encourage students and faculty to cultivate connections between different provinces of inquiry. Faculty members are experts in their fields and devoted to student learning. They routinely collaborate with students on scholarly endeavors at levels more commonly associated with graduate students, and Whitman students showcase some of that research and creativity in the Whitman Undergraduate Conference, now in its 16th year. Whitman is a recent recipient of grants from such prestigious organizations as the Mellon Foundation, National Institutes of Health, Howard Hughes Medical Institute, the Teagle Foundation, and the National Science Foundation. In 2013 the NSF again ranked the nation's colleges for producing graduates who earn Ph.D.s in science and engineering on a per capita basis. Whitman ranked 20th among national liberal arts colleges, up from 27th in 2008, and 36th overall, up from 47th. Once students leave Whitman, many remain connected and committed to the College's mission. Nearly half of alumni regularly give to or volunteer for the College. The percentage of alumni financial support places Whitman among the top 20 of all colleges and universities in the United States.

The 2010-2011 academic year served as a time for review of the College's Mission and the development of Core Themes that individually manifest essential elements of, and collectively encompass, Whitman's mission as a four-year liberal arts college dedicated to rigorous teaching, learning, and scholarship. Between 2011 and 2013 the College has updated the Core Themes, and gathered information on the Resources and Capacities that allow for the fulfillment of the Mission. The mission statement was approved in 1995 and is referenced in all College planning documents, and so the Core Theme development process was used to examine whether it still accurately captures the goals and operations of the College. The conversations and deliberations surrounding the development of the Core Themes, and the synthesizing of information pertaining to the College's Resources and Capacity, have provided an opportunity over the past several years to examine closely College publication and planning documents, as well as an opportunity to gather various campus constituencies together to brainstorm their role in the mission of the College, and to seek congruence between the mission, mission statement, resources, planning processes, and existing practices.

The Core Theme Development process involved several steps, beginning in Fall 2010 with the newly formed faculty and staff Assessment Committee reviewing existing College documents to pick out three themes that were common across various constituencies and planning procedures. The reviewed documents included the College's Strategic Plan (an annually updated budgeting tool for the President's Council — the senior administrators for the College), the "Building on Excellence" faculty planning document from 2010, text from the College's website, results from a 2010 marketing focus group study titled "So, Tell me About Whitman," department and program annual assessment reports, the Faculty Code and Handbook, and reports from the Office of Institutional Research. Additionally, through a series of presentations, conversations, and focus group exercises with campus constituencies (including the Board of Trustees, President's Council, students, all director-level staff members, faculty members and elected faculty division chairs, student affairs staff, and Penrose Library staff), the objectives and indicators contained within the Core Themes were developed. Finally, several conversations with NWCCU Vice Presidents helped to ensure that the process aligned with the expectations associated with the revised Standards for Accreditation. The Whitman College Board of Trustees adopted the Core Themes in their May 2011 Board Meeting.

The crafting of the Year Three Report, which consists of updates to the Year One Report and synthesizing of the College's Resources and Capacity, occurred between 2011 and 2013. For the Year One Report revisions, each office that will eventually be responsible for submitting data for the indicators was consulted to decide on appropriate benchmarks and to revise any indicators that are outdated. The information contained in Standard Two (Resources and Capacity) was gathered beginning in July 2012, and synthesized into a single document in December 2013-May 2013. The Whitman College Board of Trustees reviewed and approved the revised Year One Report and current Year Three Report in Summer 2013.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

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

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Whitman College

Address: 345 Boyer Ave.

City, State, ZIP: Walla Walla, WA 99362

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based

Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal

Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term

Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Chemistry	Baccalaureate	American Chemical Society	2013

Full-Time Equivalent (FTE) Enrollment(Formula used to compute FTE: FT Students + (N of credits taken by PT Students/15)

Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2012-2013	One Year Prior Dates: 2011-2012	Two Years Prior Dates: 2010-2011
Undergraduate	1514.1	1571.8	1533.0
Graduate			
Professional			
Unclassified	5.9	5.5	4.1
Total all levels	1520.0	1577.3	1537.1

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

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2012-2013	One Year Prior Dates: 2011-2012	Two Years Prior Dates: 2010-2011
Undergraduate	1520	1578	1535
Graduate			
Professional			
Unclassified	19	18	20
Total all levels	1539	1596	1555

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

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

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	32	2				1		31
Associate Professor	41	9				3		38
Assistant Professor	68	22				13		55
Instructor	2	50			1	1		
Lecturer and Teaching Assistant	9	1			1	6	2	
Research Staff and Research Assistant								
Undesignated Rank	0	0						

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

Rank	Mean Salary	Mean Years of Service
Professor	104,915	24.8
Associate Professor	77,939	14.2
Assistant Professor	65,523	4.3
Instructor	64,278	13.9
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

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

Fiscal year of the institution: June 30th

Reporting of income: Accrual Basis Yes Accrual Basis _____
 Reporting of expenses: Accrual Basis Yes Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
CURRENT FUNDS			
Unrestricted			
Cash	7,947,381	7,133,252	6,077,904
Investments	6,969,651	5,498,785	5,712,636
Accounts receivable gross	296,769	334,034	475,751
Less allowance for bad debts	(37,155)	(37,875)	(36,761)
Inventories	495,737	452,684	540,027
Prepaid expenses and deferred charges	446,580	466,164	390,516
Other (Deferred compensation)	969,244	910,914	817,791
Due from	6,151,502	10,922,274	8,384,373
Total Unrestricted	23,239,709	25,680,232	22,362,237
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (Accounts receivable)	0	1,919	5,574
Other (Contributions receivable)	5,256,579	4,807,152	5,098,307
Due from	3,763,935	3,203,496	3,000,909
TOTAL CURRENT FUNDS	32,260,223	33,692,799	30,467,027
ENDOWMENT AND SIMILAR FUNDS			
Cash	7,192,494	1,526,254	9,977,020
Investments	409,997,540	417,104,393	344,981,766
Other (Contributions receivable)	15,577,777	15,515,297	13,524,334
Other (Real estate (net))	18,923,919	19,023,533	17,370,838
Other (Student loans)	32,803	44,258	45,803
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	451,724,533	453,213,735	385,899,761
PLANT FUND			
Unexpended			
Cash	8,339	735,329	4,349,714
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	8,339	735,329	4,349,714
Investment in Plant			
Land	6,704,583	6,704,580	6,704,580
Land improvements	0	0	0
Buildings	115,393,347	115,694,556	112,313,821

Equipment	2,006,786	2,285,581	2,553,407
Library resources	832,590	818,415	814,708
Other (Collections and artwork)	1,355,031	980,031	950,790
Total investments in plant	126,292,337	126,483,163	123,337,306
Due from	18,324,890	18,948,717	15,814,556
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	144,625,566	146,167,209	143,501,576
Other Assets (Student loans)	3,114,133	3,138,297	3,275,746
Other Assets (Student loan cash)	712,108	654,058	506,278
TOTAL OTHER ASSETS	3,826,241	3,792,355	3,782,024
TOTAL ASSETS	632,436,563	636,866,098	563,650,388

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
CURRENT FUNDS			
Unrestricted			
Accounts payable	1,843,074	3,240,731	2,210,663
Accrued liabilities	4,577,418	4,395,297	3,907,435
Students' deposits	502,768	523,800	515,700
Deferred credits	895,116	490,268	798,286
Other liabilities (Deferred compensation)	969,244	910,914	817,791
Other liabilities (Retiree medical)	5,413,697	4,578,818	4,550,680
Other liabilities (Health insurance termination)	832,717	733,000	660,000
Due to	0	0	0
Fund balance	8,205,675	10,807,404	8,901,682
Total Unrestricted	23,239,709	25,680,232	22,362,237
Restricted			
Accounts payable	22,500	22,500	35,000
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	8,998,014	7,990,067	8,069,790
Total Restricted	9,020,514	8,012,567	8,104,790
TOTAL CURRENT FUNDS	32,260,223	33,692,799	30,467,027
ENDOWMENT AND SIMILAR FUNDS			
Other liabilities (Accounts payable)	260,175	353,493	192,603
Other liabilities (Mortgages payable)	1,437,845	1,945,861	2,328,341
Other liabilities (Beneficiaries payable)	8,985,008	6,072,368	6,429,230
Restricted	285,834,259	292,504,318	247,654,488
Quasi-endowed	127,224,563	119,520,852	102,352,905
Due to	27,982,683	32,816,843	26,942,194
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	451,724,533	453,213,735	385,899,761
PLANT FUND			
Unexpended			
Accounts payable	12,644	234,310	175,015
Notes payable	0	0	0

Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	69,208,678	79,697,159	74,445,726
Total unexpended	69,221,322	79,931,469	74,620,741
Investment in Plant			
Notes payable	0	0	0
Bonds payable	57,689,802	58,113,526	58,407,251
Mortgage payable	23,840	45,534	65,254
Other liabilities (Interest rate swaps)	16,920,000	7,328,000	9,694,000
Other liabilities (Asset retirement)	770,602	748,680	714,330
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	144,625,566	146,167,209	143,501,576
OTHER LIABILITIES (GOVERNMENT PROGRAM)	3,417,753	3,393,252	3,383,950
OTHER LIABILITIES (STUDENT LOAN DUE TO)	257,644	257,644	257,644
TOTAL OTHER LIABILITIES	3,675,397	3,650,896	3,641,594
TOTAL LIABILITIES	132,814,530	126,204,839	122,085,367
OTHER FUND BALANCE (STUDENT LOANS)	150,844	141,459	140,430
FUND BALANCE	499,622,033	510,661,259	441,565,021

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
Tuition and fees	62,295,304	58,384,360	54,300,007
Federal appropriations	755,542	1,403,969	1,368,937
State appropriations	53,414	95,443	87,212
Local appropriations	0	0	0
Grants and contracts	0	0	0
Endowment income	16,457,962	15,175,000	15,175,000
Auxiliary enterprises	9,513,095	9,339,587	8,905,267
Other (Contributions)	4,941,301	3,592,234	5,430,518
Other (Investment return)	(395,851)	2,242,052	1,345,704
Other (Fees and departmental revenues)	1,361,560	1,552,960	1,459,491
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General	20,946,421	20,188,965	19,285,958
Instruction	629,122	1,136,133	1,214,075
Research	238,421	197,398	44,058
Public services	7,150,507	7,123,777	7,106,925
Academic support	7,943,123	7,670,063	7,083,700
Student services	8,465,283	10,238,964	8,491,075
Institutional support	7,225,984	6,972,923	6,651,790
Operation and maintenance of plant	23,418,588	23,438,858	20,699,566
Scholarships and fellowships	8,647,239	1,655,821	605,063
Other (Reserves)	20,946,421	20,188,965	19,285,958
Mandatory transfers for:			

Principal and interest	450,000	320,000	140,000
Renewal and replacements	2,205,949	2,097,698	2,069,250
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	87,320,637	81,040,600	73,391,460
Auxiliary Enterprises			
Expenditures	8,700,437	8,388,324	8,239,151
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	523,051	512,302	501,750
Other (reserves)	31,984	18,380	579,704
Total Auxiliary Enterprises	9,255,472	8,919,006	9,320,605
TOTAL EXPENDITURE & MANDATORY TRANSFERS	96,576,109	89,959,606	82,712,065
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(1,593,782)	1,825,999	5,360,071

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2012	One Year Prior to Last Completed FY Dates: 2011	Two Years Prior to Last Completed FY Dates: 2010
For Capital Outlay	59,716,685	60,104,921	60,800,847
For Operations	0	0	0

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

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

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

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

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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Semester in the West F'10	N/A	16	21	1 + visiting faculty
Whitman in the Wallowas Su'11	N/A	4	12	1
Whitman in the Wallowas Su'12	N/A	4	11	2
Semester in the West F'12	N/A	16	22	1 + visiting faculty
Arizona & Mexico Border Trip Sp'13	N/A	3	11	1 + local experts
<u>Listed below are affiliated programs in which students may transfer credit – these programs are not administered by Whitman:</u>				
The Eugene O'Neill National Theatre Institute (NTI), Waterford, Connecticut	N/A		0	0
SEA Semester, Woods Hole, Massachusetts	N/A		0	0
The Philadelphia Center (TPC), Philadelphia, Pennsylvania	N/A		10	0
AU Washington Semester Program, Washington D.C.	N/A		3	0

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

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

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

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

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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Pollination Biology in Sweden Su'11	N/A	4	8	1
Whitman Summer Studies in China Su'11	N/A	4	12	2
History and Ethnobiology of the Silk Roads, China Sp'12	N/A	2	10	2
Whitman Summer Studies in China Su'13	N/A	4	15	2
<u>Please see Appendix A for list of affiliated programs in which students may transfer credit – these programs are not administered by Whitman.</u>				

Preface

Brief Update on Institutional Changes Since the Last Report

NWCCU Accreditation for Whitman College was reaffirmed in 2011, based on the College's submission and the Commission's approval of the Year One Report.

The College has undergone changes in a few important areas since the last evaluation by the Commission. The particular areas for change have been in the capital campaign, leadership, faculty governance, and program-level changes.

1. Whitman has launched the *Now Is the Time Campaign* to secure the resources necessary to perpetuate and build upon Whitman's historic strengths. This large capital campaign is meant to enhance the academic program, improve access through scholarship support, and strengthen the financial basis of the College. Of the \$150 million goal, \$122 million has been raised.
2. The assistant dean of the faculty position, held by Michelle Janning until May 2013, has been replaced by a full-time associate dean for academic affairs, an administrative position with duties relating to assessment and accreditation, as well as curricular and academic affairs of the College. This new position is held by Kendra Golden. A new Registrar, Stacey Giusti, began in her position on July 1, 2013.
3. In Fall 2011 (and based upon a faculty vote during the 2010-2011 academic year), a new system of faculty governance was implemented that has helped in curricular design, planning, and consistency across programs with regard to the College's mission. The College has created a Curriculum Committee that serves as a reviewing and consultative body for the faculty as a whole in matters pertaining to the curriculum, both at the level of individual course and major proposals and at the level of considering the ways in which the various elements of the academic program fit together into the overall curriculum of the college. Course approval always has been under the discretion of the faculty via a departmental, then divisional, then faculty-level voting process. This new process has retained the ultimate control of course approval by the faculty at all of these levels, but also requires the Curriculum Committee to consider institutional-level concerns and consistency with College mission and goals in the review process.
4. The College has made changes to certain academic programs since 2011. The former Rhetoric and Media Studies department has been divided into two distinct fields of study: the department of Rhetoric Studies, and the interdisciplinary program of Film and Media Studies. This occurred during 2011-12.

Response to Recommendations/Issues by the Commission

In 2011, Whitman College received a reaffirmation of our accreditation status by the NWCCU by virtue of submitting a successful Year One Report that outlined mission and core themes and eventual indicators of success, but the College also received a recommendation: "The evaluation panel recommends that Whitman College articulate institutional accomplishments that represent an acceptable extent of mission fulfillment at this time (Standard 1.A.2)." In order to do this, the College has added a third column in the Core Themes table to indicate benchmarks that are currently being met ("maintain") or that warrant improvement ("increase" or "exceed").

The table included in the revised Year One Report includes revisions that are: a) updates to indicators to reflect current practice; and b) additions of BENCHMARKS in the third column that are based on conversations with staff members in twelve offices on campus to ensure that they represent realistic and meaningful goals for their work, and that hopefully will demonstrate that the College has met Standard 1.A.2 in this revised Year One Report.

The actual measurement of success of these benchmarks, as well as discussion of our assessment and planning processes, will not occur until the Year Seven Report in Fall 2017.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

Whitman College is authorized as a degree-granting institution by the State of Washington. The Charter of Whitman College was approved by the State of Washington in November 1883.

3. Mission and Core Themes

The Mission Statement was approved by the Board of Trustees in 1995, reaffirmed during the 2010 process that yielded the academic planning document "Building on Excellence," and is woven throughout the elements of the college's Strategic Plan. The Core Themes were introduced to, and discussed with, the Board in February 2011, and were adopted by this body in May 2011. The College is a baccalaureate degree-granting institution, with courses and programs consistent with its mission as a premier undergraduate college in the liberal arts and sciences. The College's planning processes, operations, offerings, and staffing serve to support its educational mission as manifest in the Core Themes defined below.

Standard 1.A

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

The Whitman College Mission Statement

"Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. It is an independent, nonsectarian, and residential college. Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity, character, and responsibility.

Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. A concentration on basic disciplines, in combination with a supportive residential life program that encourages personal and social development, is intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world."

The Whitman College Mission Statement is publicly available on the College website (<http://www.whitman.edu/about-whitman/whitman-hallmarks/mission-statement>), is contained in numerous College documents that are accessible to incoming and interested staff, faculty, students, and alumni, and is referenced in all College planning processes.

The items contained within the mission statement reflect the institution as **the premier liberal arts college that combines academic excellence with an unpretentious Northwest culture and an engaging community**. The college is rigorous, forward thinking, collaborative and inclusive, and devoted to engagement and personal development of students. Whitman is committed to: fostering the intellectual depth and the breadth of knowledge essential for leadership; supporting mastery of critical

thinking, writing, speaking, presentation, and performance skills; integrating technology and information literacy across the liberal arts curriculum; promoting a strong faculty-student collaborative research program; promoting a rich appreciation for diversity and an understanding of other cultures; and encouraging a sense of community by offering a vibrant yet laid-back residential life program and numerous opportunities for student engagement. All planning processes of the College reflect these commitments.

1.A.2 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.

Interpretation of Fulfillment of Whitman College's Mission

The interpretation of fulfillment of Whitman College's Mission occurs in already-existing planning processes and structures, and via documents that are fundamentally rooted in the Mission Statement. This interpretation happens primarily in the President's Council's continual review and implementation of the Whitman College Strategic Plan (2010). In this process, the President's Council participates in continual and simultaneous planning, revising, and implementing of the items contained within the Strategic Plan, demonstrating an intentional and iterative assessment of the college's mission.

The Whitman College Strategic Plan, drafted in 2010 and implemented by the President's Council, uses the College's Mission Statement as a foundation for objectives that organize resource allocation. The Strategic Plan also serves as one of the foundations for the Core Theme development. In its Strategic Plan, the College is committed to fulfilling six objectives:

1. Deliver exceptional opportunities for learning through liberal arts and sciences.
2. Deliver exceptional opportunities for learning and personal development through a strong co-curricular program.
3. Ensure the enrollment, retention, and graduation of an academically talented and diverse group of students that meets net tuition revenue goals and ensures a balanced budget.
4. Enhance Whitman's status as a pre-eminent liberal arts college by increasing financial resources of the college through fundraising, and expand the college's visibility nationally.
5. Provide the staff, facilities, and safe environment necessary to support the mission of the college while utilizing available resources in a sustainable manner and as efficiently as possible.
6. Provide the technology necessary to support the mission of the College while utilizing available resources in a sustainable manner and as efficiently as possible.

The most recent iteration of College planning from the Faculty is the 2010 "Building on Excellence" Academic Planning Document, another important element that guides the planning for the academic program, faculty positions, and faculty governance, informs decision-making processes that are tied to the objectives contained within the overall strategic plan.

Each of the sections of the Mission Statement, along with the Strategic Plan and other documents and processes, have informed the creation of Whitman's Core Themes, discussed below. The benchmarks chosen to indicate the College's meeting of objectives are consistent with the Strategic Plan and the Mission Statement.

Articulation of Acceptable Threshold or Extent of Whitman College Mission Fulfillment

The College is committed to regular and systematic assessment of all levels of mission fulfillment, from program- to institutional-level. All planning processes in the college contain action items or recommendations that are both short- and long-term, which allows for both accountability and flexibility in the College's efforts.

Mission fulfillment for Whitman College will be defined by the achievement of the objectives, via appropriate benchmarks in relevant indicators, contained within the three Core Themes discussed below, and within the College's Strategic Plan objectives. The College will have fulfilled its mission when the commitments contained in the Core Themes and Strategic Plan are maintained and supported with appropriate resources over the coming years. The sustainability of these efforts will be ensured via College planning processes.

The assessment of extent of mission fulfillment is appropriately dispersed among campus constituencies who already manage annual planning processes, budget allocation, timing of implementation, staffing, and determination of criteria for meeting objectives contained therein. Each constituent evaluates the achievement of objectives or the manifestation of principles in a way that suits the particular objective or principle, and that fits within the larger structure of College decision-making processes. Specifically, the President's Council annually assesses progress toward meeting objectives, and the elected faculty Committee of Division Chairs (with the provost and dean of the faculty serving as chair) annually assess progress toward following through on recommendations that are contained within each principle in "Building on Excellence." Offices contained within Student Affairs regularly assess progress towards objectives, as do numerous constituencies on campus, via annual assessment reports. The assessment of the indicators contained within the Core Themes will be a collaborative effort between existing College leaders, the Assessment Committee, and constituencies who manage the actual tasks and measurement associated with any particular indicator (see Appendix B). Ultimately, the objectives and principles contained within planning documents and supported by the mission of the College that require resource allocation are reviewed by the Board of Trustees and implemented only after this annual vetting process. The indicators, and benchmarks thereof, contained within the Core Themes represent a broad representation of the types of indicators used across the College to assess mission fulfillment, and will therefore become part of these institutional-level planning processes over time.

It is important to note that the extent of mission fulfillment is not merely a task of summing parts that make up a whole; rather, connections between indicators and across objectives and Core Themes are requisite parts of all processes that determine mission fulfillment. In other words, all interpretations of the fulfillment of the mission involve finding connections between elements of the mission itself. This means that the objectives in the Strategic Plan and the objectives contained within the Core Themes overlap and inform each other, thus making the determination of extent of mission fulfillment an integrative process.

Standard 1.B

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

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

The Whitman College Core Themes

Core Theme I: Academic Excellence

Core Theme II: Student Engagement, Personal Development, and Leadership

Core Theme III: Collaboration and Community

Core Theme I: Academic Excellence

Whitman College is selective in attracting students, faculty, and staff who are committed to the life of the mind, intellectual risks, and civic engagement beyond the classroom. College policies, personnel, and practices serve to maintain an intellectually vital culture and promote a genuine love for learning. Through coursework and co-curricular experiences, as well as connections between these, students develop a broad and deep foundation of knowledge that undergirds their ability to adapt and think critically, their desire to ask serious questions, and their ability to analyze complex issues to find answers to those questions. Faculty members are teacher-scholars who are devoted to student learning, who are well-connected to the intellectual world beyond Whitman, and who can connect students to this world through innovative teaching and collaborative research. Academic Excellence at Whitman College manifests at different levels: first, in the creation of a culture of intellectual vitality for and by faculty, staff, students, and the larger community; and second, in myriad student-centered objectives that indicate impressive breadth and depth of learning.

Objectives

1. A culture of rigorous and innovative intellectual and creative vitality thrives: The existence of this kind of culture may be viewed as a means toward an end that consists only of student learning outcomes. But the creation of this kind of culture as an end in and of itself — to nurture a love of learning — is an important goal of liberal arts and sciences. By virtue of Whitman’s internal actions and public presentation of itself, it serves as a model of creative and rich intellectual inquiry on campus, for the Walla Walla Valley, for liberal arts colleges in the region, and increasingly for higher education in the liberal arts and sciences nationally.
2. Students develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences: This objective represents the clearest articulation of a central tenet of liberal arts — to learn and develop capacities to see connections between a broad array of perspectives, disciplinary lenses, and potentially competing paradigms. It is most visible in the college’s distribution requirements, its common first-year program (“Encounters”), and in the breadth of coursework that students complete outside of their majors and the aforementioned requirements. The College’s curriculum is governed by the faculty. The elected General Studies Committee, through its continuous work on defining and refining general education learning goals and assessment thereof, embodies the College’s commitment to ensuring that students participate in a wide range of courses. This range of courses is bookended by a common first-year course and senior capstone experiences that capture College-wide learning goals that span areas of inquiry. Once aggregated, these courses make up a wonderful collection of learning experiences that yield capacities in analysis, interpretation, critique, and connection within and between disciplinary lenses.

3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study: Successful completion of courses in disciplinary or interdisciplinary major study indicates students' acquisition of that major's in-depth knowledge of methods, paradigms, concepts, and applications. The faculty in each disciplinary and interdisciplinary major have constructed challenging modes of assessing students' learning in the required senior assessment in the major program, all of which include a comprehensive oral exam and another component (a written thesis, major field test, performance, or exhibition).

4. Students develop effective oral and written communication skills in a variety of forms: Beginning in the first-year program, and continuing in major coursework and senior assessment in the major, students are expected to demonstrate that they can communicate effectively in multiple formats, including written and oral communication, and/or performance. Students also develop technological and information literacy that spans all areas of inquiry and prepares them for life after Whitman.

Core Theme I: Academic Excellence

1. A culture of rigorous and innovative intellectual and creative vitality thrives		
Indicator	Rationale	Benchmark
a. Rigorous teaching and professional activity guidelines for promotion, tenure, and endowed professorships for faculty	The guidelines for the hiring and promoting of faculty members are rigorous, and faculty members are subject to detailed and regular internal and external review as part of the ongoing assessment of faculty excellence. Because of the adherence to a teacher-scholar model that requires faculty members to be well-versed in the disciplines about which they teach and advise, either through research or pedagogical innovation and success, the maintenance of these criteria ensures a cadre of highly qualified faculty members who contribute to student learning and the larger research and teaching community.	Maintain the rigorous guidelines
b. Broad participation by faculty in Center for Teaching and Learning programming and internal grants dedicated to pedagogical innovation and development, cross-disciplinary learning, and understanding of evidence of student learning	The College's commitment to sustainable mechanisms for innovative teaching is demonstrated in the CTL programming and internal grant efforts, which are assessed to determine the breadth of involvement from faculty across academic divisions and career stages. These programmatic and financial mechanisms for innovation and inquiry serve to maintain a culture of devotion to intellectual vitality in the liberal arts and sciences, as well as provide groundwork for student learning outcomes relating to general education and courses in major study.	Increase distribution of faculty participation across academic divisions and career stages
c. Faculty professional activity accomplishments	Because impact of faculty members' professional activities varies in form, breadth, and quantity, and also because the rigorous guidelines for tenure and promotion require active participation by all faculty members in peer-reviewed publication, exhibition, or performance, a representative sample of faculty professional accomplishments (including grants) taken from a database of faculty professional	By virtue of 1.a. above (maintain rigorous standards), the benchmark for this indicator will have been met, because the rigorous standards for promotion and tenure regarding

	activity can indicate the strength of the College's contribution to scholarship and, therefore, to intellectual vitality.	professional activity will be maintained.
d. Co-sponsored academic, creative, and co-curricular events on campus available to faculty, staff, students, and the larger community.	The creation of a culture of intellectual vitality is indicated by public access to, and participation within, this culture. The College serves as a model for the provision of rich, rigorous, and reputable sources of information for, and collaboration with, local and regional communities. The representative sample of events are good indicators of the success of this kind of culture.	Maintain the types and frequency of events
e. Undergraduate Conference participation rates	The Whitman Undergraduate Conference is the most highly visible college-wide display of the scholarly pursuits of students, and of student-faculty collaboration. Large numbers of students present and students, faculty, staff, and community members attend this annual event.	Meet or exceed participation rates of presenters, musicians, and student coaches at 1/6 of the student body
f. Residence Life Learning Outcome "Persistence and Academic Achievement" outcome	This indicator, which captures students' capacities to make connections between academic and residential learning experiences, is assessed regularly in program logs and reviews of resident advisers in the Residence Life Program. Each Resident Director submits a year-end report in which they assess the academic environment of their hall as based on direct observation and staff reports. This is additionally assessed through the Quality of Life and Learning survey.	Meet or exceed 93% agree/strongly agree on the question "Living on campus has contributed positively to my educational experience at Whitman"
2. Students develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences.		
a. Number of departments and programs represented in graduates' coursework outside of their majors	While all students are required to fulfill distribution requirements that represent breadth in learning, this indicator gives a detailed look at the extent of breadth outside of major and distribution requirements.	Meet or exceed a median of at least 10 subjects for graduating seniors
b. Course-embedded General Studies grading policies	Distribution requirements are designed to provide a broad general education for students. Courses offered that fall under each requirement meet general studies learning goals that correspond to their content.	Maintain grading policies that assess student learning according to departmental and distribution area learning goals.
c. Common first-year course completion	All incoming students complete a two-semester common course called "Encounters," which covers critical reading, writing, and communication, and which prepares students for the rest of their work in the liberal arts and sciences. Successful completion indicates initial preparedness in textual analysis, interpretation, critique, and connections between areas of inquiry.	Maintain requirement that all students (with few exceptions based on transfer student policies) complete this course
d. Cooperative Institutional Research Program (CIRP) College Senior Survey	At times, nationally normed surveys with high response rates of Whitman students can be helpful in indicating objectives, especially when they	Meet or exceed a mean of at least 4.25 on the 5-point scale for each

Question 1a & 1g	represent change over time. Specifically, the questions "Compared with when you first entered this college, how would you now describe your general knowledge? Critical thinking skills?" are useful for assessing whether students perceive change in their own breadth of learning.	question.
3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study.		
a. Department- and program-level depth of knowledge learning goal achievement	A common learning goal across majors is in-depth knowledge or expertise in a field of major study, most often manifest in the senior assessment in the major advising and evaluation processes. If students pass the senior assessment in the major, they have demonstrated that they possess in-depth knowledge in a major field of study.	By virtue of department-level faculty assessment of student learning, maintain departmental standards set for senior assessment that capture student learning goals
b. Major-specific alumni survey data on breadth of post-graduate experience and connection to major study	Each major program undergoes external review within a 10-year rotation process. For each program that will have undergone this process at any given point in time, alumni are surveyed about their post-graduate experience, which can be assessed for breadth and connection to the major.	Meet or exceed at least 50% positive response to department-level external review alumni survey questions assessing connection between major study and post-graduate experience
c. HEDS Senior Survey "In-depth knowledge" survey item	The HEDS Senior Survey includes the question "The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences: Gain in-depth knowledge of a subject area." This question captures student perception of their in-depth learning, which complements the direct faculty assessment of learning in the Senior Assessment in the Major.	Meet or exceed a mean of at least 3.25 on the 4-point scale for this question.
4. Students develop effective oral and written communication skills in a variety of forms.		
a. Department and Program Senior Assessment in the Major assessment of communication learning goals	A common learning goal across majors is effective written and oral communication, most clearly manifest in the senior assessment in the major evaluation processes, which contain written/performative/creative and oral components. If students pass the Senior Assessment in the Major, they have demonstrated that they possess effective written and oral communication skills.	Maintain the Senior Assessment in the Major requirement for all Whitman students.
b. Written and Oral Communication Initiative (WOCI) participation rates	The Whitman College WOCI is an initiative that enhances student writing across the curriculum through the employment of course-specific upper-level students as Writing Fellows. Participation in this program can indicate whether efforts towards improving writing learning goals are being met in several courses across all academic divisions.	Meet or exceed participation rates of courses that include Writing Fellows

c. First-year common course writing requirement	All incoming students complete a two-semester common course called "Encounters," which covers written communication, and which contains a minimum writing requirement of 16 pages each semester. Successful completion indicates effective written communication skills.	Maintain writing requirement in the common first-year course
d. Whitman College Technology Services Alumni Survey	Communication via digital means is a necessary component of all curricular, co-curricular, and research activities. Students' capacities to communicate via digital means are assessed via an alumni survey in order to ensure they are prepared for post-graduate experiences.	<i>This benchmark is currently being discussed by members of WCTS</i>
e. Library course offerings	The Library used strong course evaluations in past iterations of Library 100 and 300 to demonstrate a need for the courses. These courses enhance student learning about research practices and information literacy skills.	Maintain course offerings of Library 100 at least twice per academic year, and Library 300 at least once every other year

Core Theme II: Student Engagement, Personal Development, and Leadership

The most compelling aspect of the College's co-curricular offerings is their intimate connection with curricular learning and overall academic excellence.

Life at Whitman College is engaging. Students develop ideas, insights, values, skills, relationships and memories that last beyond graduation. Whitman life balances activities that nurture the body, mind, spirit, and citizenship. Beyond the classroom, student-faculty research, study abroad and internships abound. The residential campus creates a true feeling of community and is an ideal setting for a 24/7 lifestyle that builds life-long friendships, memorable experiences, and countless opportunities for leadership development.

Specifically, the College's residence hall philosophy is based on the concept that the academic and residence living experience must be integrated, and student involvement is the method student affairs and residence life staff members use to accomplish this goal. The residence life program at Whitman College depends upon student involvement at many levels in an attempt to enhance the classroom experience and bring what is learned there to life. The experiences that are created in residence halls and interest houses are ones which enable an individual to learn and grow. Whitman students gain a fulfilling academic experience through the development of self-confidence and autonomy. Additionally, the residence life and student engagement offerings assist students in becoming leaders and successful community members. Through co-curricular experiences, student-centered approaches to advising in the Academic Resource Center, and through connections between curricular and co-curricular learning, students develop a sense of belonging to the larger college community. The student experience at Whitman helps maximize potential for individual development, growth, responsibility, and sense of community.

Objectives

1. Students are actively engaged in co-curricular activities that lead to intellectual and personal growth and goal-setting capacities: As the College's Mission Statement articulates, curricular and co-curricular

offerings are both valued as locations for student learning. While participation in activities could be seen as an objective in itself, it is also important to be able to indicate that students who engage in co-curricular activities, such as student government, athletics, debate, Greek life, residence life activities, clubs, and community service develop intellectual and personal growth that nurtures and complements their work in the classroom.

2. Students gain leadership ability through participation in co-curricular activities: Leadership experience is present in many facets of students' experience at Whitman College. Rigorous research, assessment, and planning by Whitman's student affairs staff members have led to effective development of programs and efforts meant to instill leadership skills in as many students as possible. This leadership is not just seen in the leader positions that students may occupy in any given College organization (e.g., serving as chair of a club), but rather by the leadership capacities that students develop in any number of experiences while at Whitman.

3. Students synthesize classroom and co-curricular learning: The academic focus of the College spills beyond the classroom. Whitman students develop the capacity to bridge areas of inquiry and cross borders in order to pursue questions and answers in teaching, learning, and research. When asked about high impact moments of their Whitman careers, alumni are as likely to cite out-of-classroom experiences as they are to cite their curricular work.

Core Theme II: Student Engagement, Personal Development, and Leadership

1. Students are actively engaged in co-curricular activities that lead to intellectual and personal growth and goal-setting capacities.

Indicator	Rationale	Benchmark
a. Whitman College "iConnect" online portfolio/experiential transcript reflection statements	Because of the College's emphasis on personal growth and student development outside of the classroom, student affairs staff members have begun developing online portfolios with reflection statements that indicate growth in students' goal-setting capacities and abilities to see connections between their campus experiences, and that indicate students' breadth of engagement in co-curricular activities, including athletics, student government, debate, Greek life, clubs, out-of-classroom academic experiences, and service projects.	Maintain the iConnect system with the reflective statement component (<i>a benchmark on a particular student skill is not possible to include, as this system is still in the pilot phase</i>)
b. Student Academic Advisers reflection process components; student internship participants Reflective Statements on High Impact Activities	Student academic advisers participate in ongoing reflection exercises (e.g., letters to themselves, participation in the next year's SA selection process, feedback meetings, and exit interviews) that indicate how the experience of being an SA changes them, and how relevant the experience is for their future academic experiences or careers. Staff members in the Academic Resource Center work with these students continuously to ensure that personal growth and goal-setting are assessed. Students who participate in an internship complete reflective statements on their learning	By virtue of the rigorous process of reflection and assessment of personal growth and goal-setting housed in the ARC (for all student academic advisers) and the SEC (for all students who complete internships), maintenance of these reflective processes for 100% of the involved students is the benchmark

	experiences, which the Student Engagement Center assesses regularly to ensure growth.	
c. Student Engagement Center's Senior Survey "Developing Future Goals" Learning Outcome results	The Student Engagement Center's Senior Survey contains self-reflection questions about students' perception of how experiences such as internships, voluntarism, or employment affect the setting of, and movement toward the achievement of, future goals.	Increase students' abilities to develop goals based on co-curricular involvement (<i>note: this benchmark is under revision, since the survey has only occurred once after being piloted</i>)
d. Quality of Life and Learning Survey (QLLS) Civic Engagement Scale	Level of agreement with seven items on the Whitman QLLS Civic Engagement Module capture students' experiences of connection and civic engagement within the residence life program.	Meet or exceed 90% agree/strongly agree (or disagree/strongly disagree on reverse coded items) in at least 4 of the 7 items.
e. Residence Life Learning Outcome "Interpersonal and Intrapersonal Competence" data from the QLLS	Residence Life staff members assess students' capacities to communicate thoughts and feelings effectively, effectively manage and deal with conflict, recognize the role of collaboration and interdependence in community living, set boundaries in living situations and environments, and navigate mature relationships via several items in the QLLS.	Meet or exceed 85% agree/strongly agree (or disagree/strongly disagree on reverse coded items) in at least 6 of the 10 items.
2. Students gain leadership experience through participation in co-curricular activities.		
a. Greek Award for Excellence interviews	The Office of the Associate Dean of Students/Student Programs and Whitman College Faculty Code requires annual reports and oral presentations of the effectiveness of sororities' and fraternities' philanthropic and leadership efforts. These are assessed by a team of faculty and staff members, and awards are based on chapters meeting the high standards in these areas. Greek groups must pass a minimum standard in 11 areas in order to be recognized.	By virtue of the rigorous standards for the Award for Excellence, maintaining the existing interview and reporting process serves as the benchmark
b. Whitman Events Board and Associated Students of Whitman College Leader Self-Assessments of Learning Outcomes	The Student Activities staff collects reports from students elected into leadership positions that contain self-reflection on leadership development and goals. The staff members review the reports to assess whether student leaders meet learning outcomes related to leadership.	By virtue of the rigorous process of reflection and assessment of leadership development, maintaining these reflective processes for 100% of the involved students is the benchmark
c. Office of Grants and Fellowships interview preparation participation rates	Students who wish to apply for post-graduate grants and fellowships are assessed in mock interview settings with faculty and staff to better prepare them for these potential leadership opportunities between semesters or after graduation.	Maintain 100% advising of students who submit applications; meet or exceed 33% participation of students in mock interview process (precise type of interview depends on grant)
3. Students synthesize classroom and out-of-classroom learning.		
a. Student Engagement Center's Recent Alumni	The SEC Recent Alumni Survey contains questions about recently graduated students' perception of classroom and out-of-classroom	Increase number of students who see connections between academic and co-curricular involvement, and between

Survey items measuring connections between Whitman education and post-graduate experience	learning connections with their experiences after graduation.	Whitman and post-graduate experiences (<i>note: this benchmark is under revision, since the survey is still being piloted</i>)
b. Residence Life Learning Outcome "Knowledge Acquisition, Integration, and Application" data from the QLLS	The QLLS measures knowledge acquisition and application in terms of the intersection between classroom and residence hall experiences in a scale with four items.	Meet or exceed 70% agree/strongly agree (or disagree/strongly disagree on reverse coded items) in at least 3 of the 4 items.
c. Faculty-student collaborative research grants, presentations, and publications	Faculty-student research that happens outside of the classroom yields public presentation or publication. Representative examples of these kinds of collaborative projects that stem from Whitman-funded (e.g., Perry and Abshire grants) and externally funded sources, indicate synthesis of classroom and out-of-classroom learning.	By virtue of the maintenance of the College's devotion to these types of projects, a representative sample of projects will demonstrate the benchmark

Core Theme III: Collaboration and Community

Whitman College is dedicated to boundary crossing, bridging, and blurring between demographic groups; between faculty, staff, students, and administrators in intellectual inquiry and decision-making processes; between curricular and co-curricular experiences; between intellectual areas of inquiry; and between the campus and human and non-human communities beyond. It is in the collaborative processes inherent in a Whitman education where the Core Themes of academic excellence and student engagement, personal development, and leadership play out most broadly and most cooperatively. In other words, it is nearly impossible to separate collaboration and community from academic and co-curricular pursuits and capacities for students, staff, and faculty members. The types of items that indicate the objectives of collaboration and community are therefore appropriately wide-reaching and varied, and overlap with the first two Core Themes.

Objectives

1. The College demonstrates a commitment to diversity: At its November 2005 meeting, the Board of Trustees endorsed the following statement on the value of diversity at Whitman: "Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences." Many individuals and groups — trustees, overseers, alumni, students, faculty and staff — contributed to the final version of this statement, which was developed by the Diversity Committee. In order to embody this statement, the College has placed considerable resources into efforts that contribute to the diversity, broadly construed, of the Whitman community.

2. A culture of collaboration that enhances the educational experience is evident in College practices: In the crafting of policy, composition of committees, processes of decision-making, and responsibility for actions, Whitman practices collaboration between many constituencies in order to maintain good communication, transparency, and efficiency. This kind of practice, as part of the larger academic mission of the College, serves to socialize students to be engaged in their community, civically responsible, and collaborative in problem-solving.

3. Connections to communities beyond Whitman are fostered: Whitman College has an institutional responsibility to engage with its surrounding local, regional, national, and international constituents. An understanding of relationships between cultures or regions is an important part of a liberal arts education and a key to developing future leaders in an increasingly interdependent global society. In keeping with that view, the College encourages qualified students to study abroad either in a foreign country or on a U.S. Partner Program during their college careers, reach out to local constituencies via community-based research and teaching or community service, and practice good stewardship beyond graduation with regard for the environment and a lifelong dedication to innovative and intellectually grounded pursuits toward sustainability, social justice, and civic responsibility.

Core Theme III: Collaboration and Community

1. The College demonstrates a commitment to diversity.		
Indicator	Rationale	Benchmark
a. Maintenance of Diversity Scholarships	The College's commitment to diversity can be directly assessed by examining student contributions to diversity on campus, either through their own demographic characteristics, or through their plans to add to diversity projects and experiences on campus, both of which are part of the requirements for Diversity Scholarships. In addition, the College works with analysts to track diversity in applicant pools and to strategize ways to increase applications if the rates are less than peer comparison schools.	Meet or exceed 17% Diversity Scholarships
b. Intercultural Center and Religious Life programming	The Intercultural Center seeks to foster intercultural awareness, inclusiveness and respect, and seeks to enhance partnerships with academic and administrative offices to infuse multiculturalism throughout campus life, and to facilitate and encourage ongoing dialogue regarding issues of diversity. Through events such as Spirituali-TEAs and MLK Jr. Day celebrations (and events housed at the new Glover Alston Center, a safe space for meaningful conversation and interaction regarding intercultural issues), the College demonstrates commitment to diversity.	By virtue of the rigorous programming and vetting of events by qualified staff and students, a representative sample of programming and events will demonstrate the benchmark
c. Breadth of Cultural Pluralism courses offered across departments and programs	One of the College's distribution requirements is a set of courses that fall under the heading "Cultural Pluralism," and is meant to embody the College's commitment to global and cultural understanding as an essential part of liberal learning. Eligible courses must fit the description and are vetted by the General Studies Committee. The number of	Meet or exceed 50% of departments and programs offering courses in this area

	departments and programs that offer courses that count for this can indicate the far-reaching breadth of this element of student learning.	
d. Faculty, Staff, and Student diversity recruitment efforts	The College's commitment to diversity is evident in its admission and hiring expectations (faculty applicants are required to submit statements about how they could contribute to diversity on campus) and processes, which result in the presence of diverse populations in both constituencies.	Maintain the rigorous processes for recruitment efforts that add to the diversity of the College
2. A culture of collaboration that enhances the educational experience is evident in College practices.		
a. Participation in the higher education community by institutional leaders	Via between-college consortium grants (e.g., the Mellon-funded Northwest Five Consortium) and participation in professional experiences by the college's leadership, Whitman demonstrates a commitment to maintain regional, national, and international connections within the larger higher education community, with a particular focus on maintaining connections with liberal arts colleges.	A representative sample of these items serves as the benchmark
b. Cross- and interdisciplinary teaching and faculty development	The Cross-Disciplinary Learning and Teaching Initiative offers faculty development opportunities to collaborate across departments in the form of seminars, pedagogical development, and course development.	Maintain CDLTI opportunities. Each CDLTI workshop is evaluated by every participant, and the coordinator provides an overall assessment.
c. Number of courses with Library Instructional and Research Services offered	In addition to offering valuable courses within Penrose Library itself, instructional and research librarians work collaboratively with faculty in their courses to help students achieve major-specific information literacy and research goals, which indicates the centrality of the Library in the curriculum.	Meet or exceed 2012-13 number of courses (50) formally incorporating these services
d. Maintain College committees and processes with cross-constituency representation	Decision-making processes from budget considerations to grievance procedures, as well as other processes that more directly impact students such as advising, require collaboration between different campus constituencies in order to ensure transparency, efficiency, and participation. These kinds of experiences, especially for students, indicate a culture committed to effective collaborative decision-making on important issues.	By virtue of maintaining collaboration as a value in decision-making processes, a representative sample of committees with cross-constituency representation will serve as the benchmark
3. Connections to communities beyond Whitman are fostered.		
a. Curricular community-based teaching, learning, and research opportunities and participation	Community-based learning experiences (teaching and/or research) are valued in the Whitman curriculum. That students participating in community-based learning experiences receive course credit for those experiences with a rigorous academic component indicates the College's commitment to applying teaching and research resources to real-world problem-solving.	Increase participation rates (by students and faculty) and opportunities
b. Summit/Cascade	Penrose Library serves as a bridge between the	Meet or exceed usage by 10%

Library Alliance and Inter-Library Loan use rates	Whitman community — students, faculty, administrators, and staff — and the information resources from around the world that promote teaching, learning, and research. Its consortium agreement with regional colleges and universities indicates collaboration in availing resources that are useful for the College's educational mission of academic excellence.	
c. Off-Campus Study participation rates	Students who study abroad often bring ideas from their Whitman courses into their study abroad courses and vice versa; learn from local communities abroad via living arrangements with host nationals, internships, and research projects; and/or use data collected while off campus to inform research projects. Student participation in institutionally vetted programs indicates connections to communities beyond Whitman. The vetting process consists of faculty perceptions of student learning and written student feedback.	Maintain a mean of 42% participation rates by third-year students (<i>note: because a new fee model and large increase in the number of partner programs available is in place as of Fall 2013, enrollment rates are difficult to predict</i>)
d. Post-graduate grants and fellowships	The receipt of prestigious post-graduate grants and fellowships, such as Trumans, Watsons, and Fulbrights, indicates that the academic rigor and breadth that students get at Whitman is dispersed to the broader community to effect positive change.	Because of the large amount of fluctuation in availability and type of grants, a representative sample of successful grant applications can serve as a benchmark
e. Visiting Educator and O'Donnell endowed lectureships	The College hosts renowned scholars for guest lectures and short-term courses for students. This gives Whitman access to well-known scholars and gives external audiences a taste for the College's offerings that they may bring back to their communities.	Maintain funding and application process for the lectureships
f. American Association for the Advancement of Sustainability in Higher Education Membership	Whitman College is a member institution of the AASHE and prioritizes efforts toward campus and community sustainability with regard to environmental responsibility. This membership symbolizes a host of efforts dedicated to environmental sustainability at Whitman, including the Campus Climate Challenge, the College's Wind Energy purchase, the Solar Array, and the Green Pledge, among others.	Maintain membership

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4-21

4. Operational Focus and Independence

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

Whitman College is a private, four-year residential liberal arts college dedicated to providing post-secondary education at the baccalaureate level. Whitman College is self-governing and financially independent and thus organizationally and operationally autonomous.

5. Non-discrimination

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

Whitman College has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, disability, veteran's status, sexual orientation, gender identity, or any other basis prohibited by applicable federal, state, or local laws.

Whitman Athletics values diversity in all forms and is committed to and strictly abides by Whitman College non-discrimination policies and procedures.

6. Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Whitman College has established and adheres to high ethical standards in its interactions with faculty, staff, students and the surrounding community, as is evidenced in the myriad policies that guide the College's operations and organization. Commitment to institutional integrity is expressed in formal policies addressing conflict of interest, equal employment opportunity and non-discrimination, harassment and civility, and diversity. In addition, Whitman College has a nondiscrimination policy that is included in the *Catalog of the College*, posted on the College's Web site, and included in the materials used for all hiring searches. The *Faculty Code*, the *Faculty Handbook*, the *Staff Handbook*, the *Student Handbook*, and the *Constitution of the Associated Students of Whitman College* all forbid discrimination. The College committees for Human Subjects and Animal Care and Use protect the rights of people and the humane treatment of animals used in research.

7. Governing Board

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

The primary governing board of the College is the Board of Trustees, which consists of approximately eighteen elected members. The Trustees are charged by the Constitution of the College to manage the corporate concerns of the College. They have the power to appoint and remove the President and faculty, make the by-laws for the institution, and confer degrees. The Trustees ensure that College policies and operations support and enable the core themes and mission of the College and provide visionary input for future directions of the College. No members of the Board are employees of the College and no Trustees receive any compensation for their service on the Board.

8. Chief Executive Officer

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

The President of Whitman College, Dr. George Bridges, was appointed by the Board of Trustees July 1, 2005. Dr. Bridges is the full-time Chief Executive Officer of the institution. Neither the President nor any of the senior administrative staff serve as the chair of the College's Board of Trustees.

9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The College provides for the comprehensive administration of the operation of the College. The College's senior administration — the Vice President for Development and College Relations, Dean of Admission and Financial Aid, Dean of Students, Treasurer and Chief Financial Officer, Provost and Dean of the Faculty, and Chief Technology Officer — oversee all aspects of the College's administrative and support services in consultation with the President and faculty representation. This group makes decisions based on the Strategic Plan, which incorporates goals and principles consistent with the College's mission and core themes.

10. Faculty

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

Whitman College employs a full complement of highly qualified teacher-scholar faculty to carry out the mission of the College. Ninety-nine percent of the tenure-track faculty hold terminal degrees in their respective fields. The tenure-line faculty are augmented by a number of qualified adjunct and visiting faculty and lecturers. The number and quality of faculty are easily sufficient to fulfill the mission of the College to provide "an excellent, well-rounded liberal arts and sciences undergraduate education." The student/faculty ratio is 9.5 to 1. All faculty are hired with the explicit understanding that they will be teaching undergraduate courses in the context of a liberal arts environment. Workload for faculty is appropriate for an undergraduate liberal arts institution; excellence in teaching is the primary criterion for hiring, retention, and promotion. Faculty are regularly evaluated through various formal and informal mechanisms, and at all ranks and many times during a career at Whitman College, in order to

ensure the integrity of the academic program. Faculty governance is a strong tradition at the College. Faculty members are charged by the Constitution of the College to “arrange the course of studies [and] to take the proper measures for the government and discipline of students.”

11. Educational Program

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

Whitman College offers a Bachelor of Arts degree. Students at the College may choose from 44 distinct departmental, combined, or interdisciplinary majors appropriate for a liberal arts education. All recipients of a degree from Whitman must complete a minimum of 124 semester credits and pass rigorous Senior Assessment in Major requirements. Driven by the College’s core themes and mission, every major program has developed a set of student outcomes consistent with established and accepted content in the respective fields of study.

12. General Education and Related Instruction

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

Whitman College requires all students to complete a general education course of study that includes a required year-long course, *Encounters*, for all first-year students; a minimum of six semester credits in Social Sciences, Humanities, Fine Arts, and Science (including one course with a laboratory); three credits in Quantitative Analysis, and six credits in Cultural Pluralism. Transfer students must fulfill the same requirements with the exception that students transferring with more than 58 credits are not required to take *Encounters*, and they may use approved transfer credits to fulfill the general distribution requirements.

13. Library and Information Resources

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

Library resources at Whitman are commensurate with the size and mission of the College. The library itself is open 24 hours a day, 7 days a week during the academic year. The College has a sophisticated technological infrastructure allowing all students and faculty unrestricted access to the Internet and a vast array of informational resources.

14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Whitman College has a well-maintained technological infrastructure. The office of Whitman College Technology Services (WCTS) ensures that technological infrastructure runs smoothly and is current. Physical facilities on campus are well-maintained and facilitate student learning consistent with the College's core themes and mission. Recent building projects have been designed with student learning and development as the top priority. The campus as a whole enables student learning and development, as well as a sense of community.

15. Academic Freedom

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

The students and faculty at Whitman College are free to think, write, study, and express themselves in all realms dealing with their areas of expertise. Academic freedom is explicitly granted faculty at Whitman in the *Faculty Code*. True to its liberal arts mission, the College does not restrict speech or the free flow of information.

16. Admissions

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

Whitman College has a selective admissions process — 60% of its students graduated in the top 10% of their high school class. The College does not have set admissions criteria or quotas, but publishes, in the *Catalog of the College* and in admissions materials, a list of recommended high school courses.

17. Public Information

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

The mission of the College, the admission requirements of the institution, fees and charges, academic rules and regulations for students, and the courses of study of the College are all printed in the *Catalog of the College*, which is updated and published annually, in print and on the College's website. Additional information can be found on office-specific pages of the College's website and in the *Student Handbook*, which is also found on the College's website.

18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of

financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Whitman College's financial strength stems from a market value of endowment and outside trusts of more than \$401 million, as of June 30, 2012. Whitman thus has a strong funding base and financial resources that support the academic mission of the institution. The endowment is carefully managed to provide for the effective and efficient running of current operations as well as to ensure sustained financial vitality. The budget is balanced annually and the debt level is manageable.

19. Financial Accountability

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

The College's financial records are audited annually by an external auditor. The audit includes an unqualified opinion concerning the institution's financial statement.

20. Disclosure

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

The College will disclose any and all information to the Northwest Commission on Colleges and Universities regarding accreditation and the evaluation of the College for accreditation.

21. Relationship with the Accreditation Commission

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

Whitman College accepts and will comply with the standards and related policies of the Northwest Commission on Colleges and Universities. The College gives its approval for the Commission to make public Whitman's status with the Commission.

Standards

2.A – Governance

2.A.1

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

Whitman College has a long history of strong and continuously competent leadership, with multiple channels for the consideration of the views of faculty, staff, administrators, and students. The College has been well served over the years by dedicated men and women serving as trustees and overseers of the College, senior administrators, faculty, and staff.

The governance of the College and the relationships between the governing board, administrators, faculty, staff, and students is clearly articulated in various publications including:

- *Charter of Whitman Seminary, 1859*
- *Charter of Whitman College, 1883*
- *Constitution and By-Laws of Whitman College With all Amendments and Revisions to 1989, 1996, 1997, and 2000, 2003, 2004, 2010, 2011, and 2013*
- *Whitman College Governing Board Handbook*
- *Whitman College Faculty Code*
- *Whitman College Faculty Handbook*
- *Whitman College Staff Handbook*
- *Whitman College Student Handbook*
- *Constitution of the Associated Students of Whitman College*
- *By-Laws of the Associated Students of Whitman College*

These documents are available in the following places:

<http://www.whitman.edu/about-whitman/whitman-hallmarks/mission-statement/charter>

<http://www.whitman.edu/about-whitman/whitman-hallmarks/mission-statement/constitution>

<http://www.whitman.edu/about-whitman/whitman-hallmarks/mission-statement/by-laws>

<http://www.whitman.edu/offices-and-services/provost/faculty-governance/faculty-code>

<http://www.whitman.edu/offices-and-services/provost/faculty-governance/faculty-handbook>

<http://www.whitman.edu/offices-and-services/human-resources/facultystaff/staff-handbook>

<http://www.whitman.edu/academics/academic-support/handbooks/student-handbook>

<http://www.goaswc.org/wp-content/uploads/2010/07/ASWC-Constitution.pdf>

<http://www.goaswc.org/wp-content/uploads/2012/01/ASWC-by-laws-1-07-13.pdf>

and as Exhibit 2.A.1 (Governing Board Handbook).

Beyond the aforementioned publications, the governing board, faculty, staff, and students all participate in orientations and/or retreats that further their understanding of the specific duties for which they are responsible. Many handbooks and documents are used to guide College processes (e.g., Department Chairs Handbook, Personnel Guidelines for Tenure and Promotion).

There are ample opportunities for faculty, staff, and students to participate in the decision-making processes in which they have an interest. The College has numerous committees and task forces that meet regularly to conduct the business of the College. Several include a mix of faculty, staff, and students. Whitman prides itself on its strong tradition of faculty governance and its inclusion of staff in College deliberations, and its inclusion of students, usually in an advisory capacity, on important policy-making committees.

- The Board of Trustees meets three to four times a year. Their meetings include presentations by faculty, students, and staff. The Board normally has an early fall retreat as well.
- The College's senior administrators, the President's Council, meet at least every other week.
- Faculty meet by academic division periodically during the academic year.
- The entire faculty meets once each month or more, as necessary, during the academic year.
- The Committee of Division Chairs, which includes the elected chair of each of the academic divisions, the elected Chair of the Faculty, the Provost and Dean of the Faculty, the Associate Dean for Faculty Development and the Associate Dean for Academic Affairs, meets at least weekly.
- The Curriculum Committee, which is chaired by the elected Chair of the Faculty, includes the Division Chairs, a faculty member elected from each of the three academic divisions, the Chair of the General Studies Committee, and two elected student representatives. The Associate Dean for Academic Affairs, the Associate Dean for Faculty Development, and the Registrar serve as ex-officio members. This committee meets at least monthly.
- The Staff Personnel Advisory Committee meets monthly.
- The Budget Advisory Committee consists of staff, faculty, administrators and students, and meets in order to advise the President on budgetary decisions that happen annually.
- Students serve on many important policy-making committees and participate in all tenure-track searches.

The College has several ways of communicating with faculty, staff, and students in order to disseminate information about policy concerns, institutional changes, and general information about the College:

- There are listservs for faculty, staff, and students.
- General news about the College is posted on the College Web site.
- Faculty meeting minutes are posted to the College Web site for viewing by faculty.
- Faculty are informed of administrative decisions in faculty and division meetings, and via the faculty email listserv.
- The student newspaper, the *Pioneer*, prints articles that deal with governance issues.
- The Staff Personnel Advisory Committee meets monthly, where announcements about policy concerns, institutional changes, and other information are shared.
- The President meets with director-level staff in a monthly President's Roundtable meeting.
- The President hosts periodic breakfasts with College staff and announces important items of business at faculty meetings.
- The *Whitman Magazine* informs the College community as well as alumni and friends of governance decisions.
- *The Fountain*, a weekly newsletter for all faculty and staff that was launched in August 2006, publishes campus news, announcements, events, and faculty and staff achievements and profiles of all staff and faculty.
- Events that occur at the College, such as speakers, workshops, and athletic events, are often advertised in the local Walla Walla newspaper, the *Union-Bulletin*, so that community members are also aware of College events and information.

The College provides ample opportunities for individuals to participate in and be aware of College governing decisions. Because of its visibility in College documents, handbooks, and the website, and because of its inclusion in all deliberations about the curriculum, the mission of the College is known by faculty, staff, and administrators, and all constituencies understand their role in fulfilling the mission of the College. The governing structure allows for the efficient administration of the College's areas of operation — academics, Student Affairs, budgetary concerns, development activities, technology and information resources, and plant services. Biweekly meetings of the President's Council ensure clear communication among the members of the senior administration, staff, and elected representatives of the faculty; monthly meetings of the full faculty, Curriculum Committee, and academic divisions ensure continued participation by faculty in the governance process. The relatively small size of the College, the social and professional interactions between administrators, faculty, and staff, and the College's efficient technological communication structures contribute to an environment of inclusiveness and communication.

The staff at Whitman College are represented by the Personnel Advisory Committee (PAC). This committee, chaired by the Director of Human Resources, is composed of seven staff members, each of whom represents a block of staff employees. With this organization, all staff members are represented by committee members. The committee, which meets monthly, plans staff recognition, social, and educational events.

In Spring 2007, the Faculty Fringe Benefits Committee and Personnel Advisory Committee made a recommendation to the President's Council that a Staff Fringe Benefits Committee be created. The Staff Fringe Benefits Committee was created, and the Faculty Fringe Benefits Committee was renamed the Faculty Committee on Compensation. The purpose of the committees is to review existing employee benefit programs and make recommendations to Human Resources for the improvement, addition or deletion of programs. As a regular part of their work, the committees assess the need, cost, utilization, and efficiency of health, family leave, tuition exchange, and other benefit programs. These committees are highly collaborative and represent one of the most effective ways to bridge the needs of staff and faculty members in a unified manner.

Whitman provides all its students the opportunity to participate in student government. All students are members of the Associated Students of Whitman College (ASWC), a student organization that advances the interests of students, serves as the liaison between the students and College, sponsors a variety of activities and clubs, and appoints students to several important faculty committees.

As prescribed by the Constitution of the College, faculty "shall have the power ... to take proper measures for the governance and discipline of students." Faculty involvement in the development of policies for student programs and services is handled through the Student Life Committee, an elected faculty committee with student representatives, that may review and recommend policies on any matter, which is not of a curricular or disciplinary nature, relating to student life at Whitman College.

The Council on Student Affairs, an elected committee of faculty with student representation, chaired by the Dean of Students, reviews and recommends policies that are disciplinary in nature. This council is also the judicial body that hears all serious disciplinary cases.

In addition to the Council on Student Affairs, students serve on elected faculty committees including the General Studies Committee, the Curriculum Committee, and the Student Life Committee.

The College has also formed the *President's Budget Advisory Committee*. This committee is charged with giving feedback on budget requests and on the top priorities of the College and is composed of faculty, administrators, staff, and students. Materials and documents presented at the meetings are posted on the Committee's Web page. This allows the entire campus community to view the workings of the College budget process.

Whitman's President has placed a premium on transparency and the inclusion of various constituencies, where appropriate, in the governing structures of the College. Governance procedures will continue to be transparent and inclusive. The College will continue to embrace the use of the Internet and in-person gatherings and meetings to disseminate information about the governing process and solicit input from constituencies. The Communications Office will maintain its efforts to broadly disseminate news about Whitman to internal and external constituencies. At the forefront of that effort is the recent revision to the College's website, an effort that was meant to streamline the site and make it more accessible. To access the home page for the Whitman College website, please see <http://www.whitman.edu/>.

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.

Whitman College is not part of any multi-unit governance system. It is an independent, private, non-profit institution.

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.

As of July 1, 2013, Whitman College has a designated Associate Dean for Academic Affairs position in the Provost and Dean of the Faculty with responsibility for administering and monitoring assessment processes within the academic program, and monitoring compliance with the NWCCU Standards and policies, among other things. This person serves as the College's Accreditation Liaison Officer, regularly attends workshops and trainings hosted by the NWCCU, facilitates the drafting of reports for the Commission, regularly monitors the Commission website for updates, and maintains effective communication with the Commission and with staff, administrators, faculty, and students at Whitman College about accreditation procedures and updates.

The College has no unionized employees, staff, or faculty.

Governing Board

2.A.4

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

Whitman College is not governed by a hierarchical structure of multiple boards.

The Board of Trustees has 18 authorized positions. All members are nominated by the Board's Nominating Committee and elected by the full Board. As stipulated in the Constitution of the College, members are elected for four years and generally serve no more than three consecutive terms. The terms of the members are staggered for continuity. The Treasurer and Chief Financial Officer of the College serves as the elected Secretary to the Board without voting privileges. No members of the Board are employees of the College and no Trustees receive any compensation for their service on the Board.

In addition to the Board of Trustees, the College maintains a Board of Overseers. This elected body, numbering 55-60, "shall have the authority to exercise any power and perform any functions delegated to it by . . . the Board of Trustees" (*Constitution of Whitman College, Article IV, section 2e*). Overseers serve on the Trustee's Governing Board Committees (see below), "to do research, provide guidance, and make recommendations. . . ." (*Governing Board Handbook, p.2*). More generally, Overseers are expected to be ambassadors of Whitman College, working to publicize the College and aid in recruiting and development. Many of the Trustees began their service to the College as Overseers, and it is anticipated that some current Overseers will someday be nominated as Trustees.

The Chair of the Board of Trustees, in consultation with the Chair of the Board of Overseers and the concurrence of the Board of Trustees, appoints members to the Governing Board Committees:

- Academic Affairs Committee
- Audit Committee
- Budget Review Committee
- Buildings and Grounds Committee
- Campaign Executive Committee
- Campaign Steering Committee
- Diversity Committee
- Enrollment Committee
- Farm Committee
- Investment Committee
- Nominating Committees
 - Overseers' Nominating Committee
 - Trustees' Nominating and Governance Committee
- Student Life Committee
- Technology Task Force
- Trustees' Executive Committee

A detailed description of these committees, as well as details about the roles and responsibilities of Board members, can be found in the *Governing Board Handbook*, which is Exhibit 2.A.4. The publicly-accessible online resources pertaining to Board information, including the meeting calendar and committee membership, can be found at <http://www.whitman.edu/about-whitman/governing-boards>.

Each College Senior Administrator is assigned as staff to one or more Governing Board Committees. The staff member prepares materials and gathers information for the committee meetings and coordinates the topics and agenda to be addressed with the Chair and Vice-chair of the respective committee. The Board of Trustees meets three or four times a year, and sometimes teleconferences between Board

members, or between Board members and Whitman administrators and staff, are held between meetings to conduct the work of a particular committee.
Whitman College Board of Trustees (2013-14):

Trustee Members

Peter H. van Oppen, Seattle, WA - Chair
Nancy B. Serrurier, Menlo Park, CA - Vice Chair
Janice Abraham, Chevy Chase, MD
Megan Ferguson Clubb, Walla Walla, WA
John C. Coleman, Jr., Napa, CA
Ryan Crocker, Hamden, CT
Andrew U. Ferrari, Winchester, VA
Karen E. Glover, Seattle, WA
Thomas H. McCracken, Seattle, WA
Bradley M. McMurchie, Portland, OR
Megan Medica, Middleburg, VA (through August 2013)
Walter C. Minnick, Chevy Chase, MD
James R. Moore, Salt Lake City, UT
Dean Allen Nichols, Woodway, WA
David Nierenberg, Camas, WA
John W. Stanton, Bellevue, WA
Sarah Wang, Honolulu, HI
William Way, Paradise Valley, AZ

Please see the Governing Board Handbook for biographies of each member.

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.

As stipulated in the College's Constitution, the Board of Trustees has a five-member Executive Committee that has authority in matters delegated to it by the Board of Trustees and executes routine business as necessary between regularly scheduled meetings of the Trustees. All business conducted by the Executive Committee is reported to the entire Board. However, for usual dealings of the Board, they act only as a committee of the whole.

2.A.6

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

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures for the Board of Trustees are defined in the following documents, referenced earlier:

- *Constitution and By-Laws of Whitman College With all Amendments and Revisions to 1989, 1996, 1997, and 2000, 2003, 2004, 2010, 2011, and 2013*
- *Whitman College Governing Board Handbook*

The Board of Trustees is responsible for the direction of the College, its mission, and the financial well-being of the institution. The Board approves new tenure-track positions and all appointments, promotions, tenure and contract renewals, and sabbaticals. The Board approves the faculty motion to confer degrees. In addition, the Board approves all major policy changes.

The Board of Trustees is responsible for approving the annual budget and for the long-term financial planning of the College. As stipulated in the *By-Laws* of Whitman College, on or before May 1 each year the President prepares and submits a budget to the Board of Trustees. The Trustees must "examine, review, and approve this budget" (*By-laws, Article 1*). The Board approves borrowing rates, tuition rates, and tuition discount rates; it examines and approves the audited Financial Statement and has authority over other fiduciary matters. The Board elects the Treasurer of the College, who reports to the Board and who is responsible for the College's financial interests.

2.A.7

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

The Trustees are responsible for the appointment and dismissal of the President. The President is supervised by the Board, meets regularly with them, and is formally evaluated by the Board in executive session once each year. The President of the College appoints members of the teaching faculty, the educational staff, and the administrative staff subject to the confirmation of the Board.

2.A.8

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

The Whitman College Board of Trustees conducts an annual assessment of the Board's performance and periodic assessments of the contributions of individual trustees. At the end of each academic year, all board members provide written responses to a survey on aspects of the Board's work including the structure and accomplishments of Board meetings, projects conducted with campus administrators and the Board's overall performance in meeting its responsibilities in governing the college. The survey is conducted by the Board's Nominating and Governance Committee. The survey results are reported back to Board members in aggregate form later in the year. Individual contributions of trustees are discussed by the Nominating and Governance Committee when considering their re-appointment for an additional term. Each trustee may serve up to three four-year terms.

Leadership and Management

2.A.9

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

The duties of the senior administrators are clear and published. The duties and responsibilities of the president are explicitly detailed in the *Constitution and By-laws of Whitman College*. The senior administrative staff are qualified and knowledgeable about their areas of responsibility; there are detailed position descriptions for each member of the senior administration; and each individual is reviewed annually by the President. Decision-making processes include accountability measures, checks

and balances, and careful planning among College leadership, and between College leadership and Trustees, staff, faculty, and students.

President of the College

George S. Bridges

B.A. Sociology, University of Washington, 1972 (Cum Laude and with Distinction)

M.A. Criminology, University of Pennsylvania, 1973

Ph.D. Sociology, University of Pennsylvania, 1979

Appointed 2005

The senior administration (often called Budget Officers) include:

Vice President for Development and College Relations

John W. Bogley

B.A. History, Whitman College, 1985

Appointed 2003

Dean of Admission and Financial Aid

Antonio J. Cabasco

B.A. Physics, Whitman College, 1990

M.A. International Studies, University of Washington, 1995

Appointed 2003

Dean of Students

Charles Cleveland

B.S. Sociology, Arizona State University, 1969

M.A. Sociology, Arizona State University, 1972

Appointed 1994

Treasurer and Chief Financial Officer

Peter W. Harvey

B.A. Political Science, Whitman College, 1984

CFA 2000

Appointed 1998

Provost and Dean of the Faculty

Timothy Kaufman-Osborn

B.A. Government, Oberlin, 1976

Ph.D. Politics, Princeton, 1982

Appointed 2009

Chief Technology Officer

Dan Terrio

B.A. Mathematics, Augsburg College, 1990

Appointed 2011

The President and the Budget Officers are part of the President's Council, which meets every other week during the academic year. Other members of the Council include the Associate Dean for Faculty

Development, the Associate Dean for Academic Affairs, the Chair of the Faculty, the Director of Communications, the Director of Human Resources, and the Senior Assistant to the President.

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.

After a careful and inclusive search process, Dr. George Bridges became Whitman College's 13th president on July 1, 2005. He holds the position full time. He succeeds Thomas Cronin, who held the Presidency of the College for 12 years from 1993 to 2005. Dr. Bridges does not serve as the chair of the Whitman College Board of Trustees. His qualifications are listed above, and his biography is accessible at <http://www.whitman.edu/offices-and-services/president/biography>.

2.A.11

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

The senior administrators join with other staff to form the President's Council. This group meets biweekly and works together closely to ensure that they coordinate activities, advise the President, and work effectively with one another and with departments and constituencies across campus. There are sufficient numbers of qualified assistant and associate deans, and director-level administrators in each office, and any concerns about staffing needs are considered at multiple levels in College decision-making processes, and additions of staffing are approved by the Trustees in annual budget cycles. The organizational diagram for the office of Provost and Dean of the Faculty is shown in Exhibit 2.A.11a. Other examples include the organizational charts of the Business Office, Whitman College Technology Services, and Penrose Library, which are accessible at: <http://www.whitman.edu/offices-and-services/business-office/contact-information>, <http://wcts.whitman.edu/about/org-2012-05.png>, and Exhibit 2.A.11b, respectively.

Policies and Procedures

Academics

2.A.12

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

All policies relating to the academic mission of the College are published in the *Student Handbook*, the *Catalog of the College*, the *Faculty Code*, the *Faculty Handbook*, and various documents containing guidelines and procedures. Throughout College processes, these published policies are referenced and consulted. All of these documents are available as Exhibits throughout this report.

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.

All policies regarding library and information resources access are published and accessible to all necessary constituents. For detailed information about specific library and information resources policies and enforcement thereof, please see Standard 2.E and corresponding exhibits.

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.

The College accepts credit that is academically oriented and within the tradition of the liberal arts from accredited two- and four-year collegiate institutions. A maximum of 70 credits may be transferred from another accredited institution; credit earned from a two-year institution is limited to the first 62 credits toward a bachelor's degree. An exception to this policy is the College's allowance of credit for selected Advanced Placement (AP) and International Baccalaureate (IB) classes and test scores, although no courses completed in the high school may count toward the College's Distribution Requirements. AP and IB courses and their Whitman equivalents are listed in the *Catalog of the College*. Whitman does not accept credit from "College in the High School" programs, or from the College Learning Examination Program (CLEP).

To the greatest extent possible, the Registrar's Office ensures by the systematic examination of the transfer students' official transcripts and by consulting other institutions' course catalog descriptions that all transferable work is comparable to course offerings at Whitman. Whenever substantial uncertainty exists regarding the suitability of a particular transfer course, the Registrar forwards the relevant documentation to the appropriate academic department for an evaluation and recommendation.

Whitman College accepts transfer work on a course-by-course basis, and therefore participates in no articulation agreements. Transfer credit from Whitman students' international study experiences is reviewed by the Study Abroad Office, which works closely with the International Studies Planning Committee, a faculty steering committee for the Study Abroad Office.

Students

2.A.15

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

The College publishes, distributes to all students and makes available to prospective students, a *Catalog of the College* and a *Student Handbook*. These two publications are revised and updated annually for accuracy and currency and include information students need to know about academics, student life, admission and financial aid, campus culture, student organizations, Student Affairs' offices and resources, residential life, and the rights and responsibilities of students.

The *Student Handbook*, which is updated and published each year, is distributed to first-year students in a hard copy format and published online for returning students. The Grievance, Sexual Misconduct, Academic Dishonesty, and Disability policies and procedures are outlined in the handbook. Information about reporting a Title IX concern and procedures for filing an appeal for any of the policies listed above are also outlined. First-year students are advised of the College's policy on Academic Dishonesty during their advising sessions during Opening Week and are required to sign that they not only understand the policy, but that they will also abide by it. Students with disabilities meet individually with the Director of Academic Resources each semester to review their accommodation needs; first-year students also review and sign a form indicating they understand the policies in place for requesting accommodations. Particular to Title IX, flyers notifying students about Title IX are posted around campus including administrative, academic, and residence hall buildings.

Policies and procedures for all programs under the purview of the Dean of Students are designed to focus on student learning, personal growth, and engagement opportunities that prepare students for life after Whitman. Student involvement and feedback at every level of program development is essential to achieve the desired learning outcomes and purpose.

College-wide policies affecting students and concerning the governance of the College, including student conduct, non-discrimination issues, and the curriculum, are created and reviewed by the appropriate faculty committees, many of which have student members.

The Associate Dean of Students for Conduct and Title IX Administration oversees the production of the *Student Handbook*, which includes a chapter on the "Rights and Responsibilities of Students." The chapter contains a statement on responsibility and a statement of rights, the latter of which states, in part: "Every student has a right to conditions which are conducive to learning and which are therefore favorable to the pursuit of higher education." In addition:

- Students have the explicit right to review their educational record and have some control over the access of their records.
- Any member of the college community, including but not limited to students and employees, has a right to express a grievance alleging conduct by a member of the college community which harms their ability to take full advantage of the educational program, or impedes their ability to study, learn or work.
- The College will investigate all allegations of harassment and discrimination, act to end the violation, prevent its recurrence, and remedy its effect on individuals and the community.
- Students with disabilities have a right to access the college's programs and activities with or without reasonable accommodations.

Policies and regulations, including procedures for dealing with those who violate College rules and regulations, are detailed in the *Student Handbook* and include the areas of academic dishonesty and plagiarism, and sexual misconduct. This same information and detailed information about other disciplinary policies and procedures, including hearings and appeal processes is also available to students online.

The residence hall staff plays an important role in educating students about College policies, rights, and community responsibilities. The staff addresses the day-to-day infractions that may occur in the residence halls. Students accused of repeated violations of College policies, or who are accused of more serious offenses, must meet with the Associate Dean of Students in charge of student conduct and Title

IX administration or her designee. Students may also be referred to the Council on Student Affairs, an elected committee of the faculty and students, for a formal hearing.

Judicial procedures are framed in an educational context to promote learning, ethical decision-making and moral development. There are, however, punitive consequences to behaviors that are deemed unacceptable by the College. The guiding principle is to impose the minimum sanction that will cause a change in inappropriate behavior, prevent its recurrence and remedy any damage incurred. For example, a one-on-one meeting with first-time drug and alcohol abusers reduces the incidents of recidivism and serves as an educational opportunity to teach personal accountability and responsible decision-making.

The Whitman College Student Handbook can be accessed at <http://www.whitman.edu/academics/academic-support/handbooks/student-handbook>.

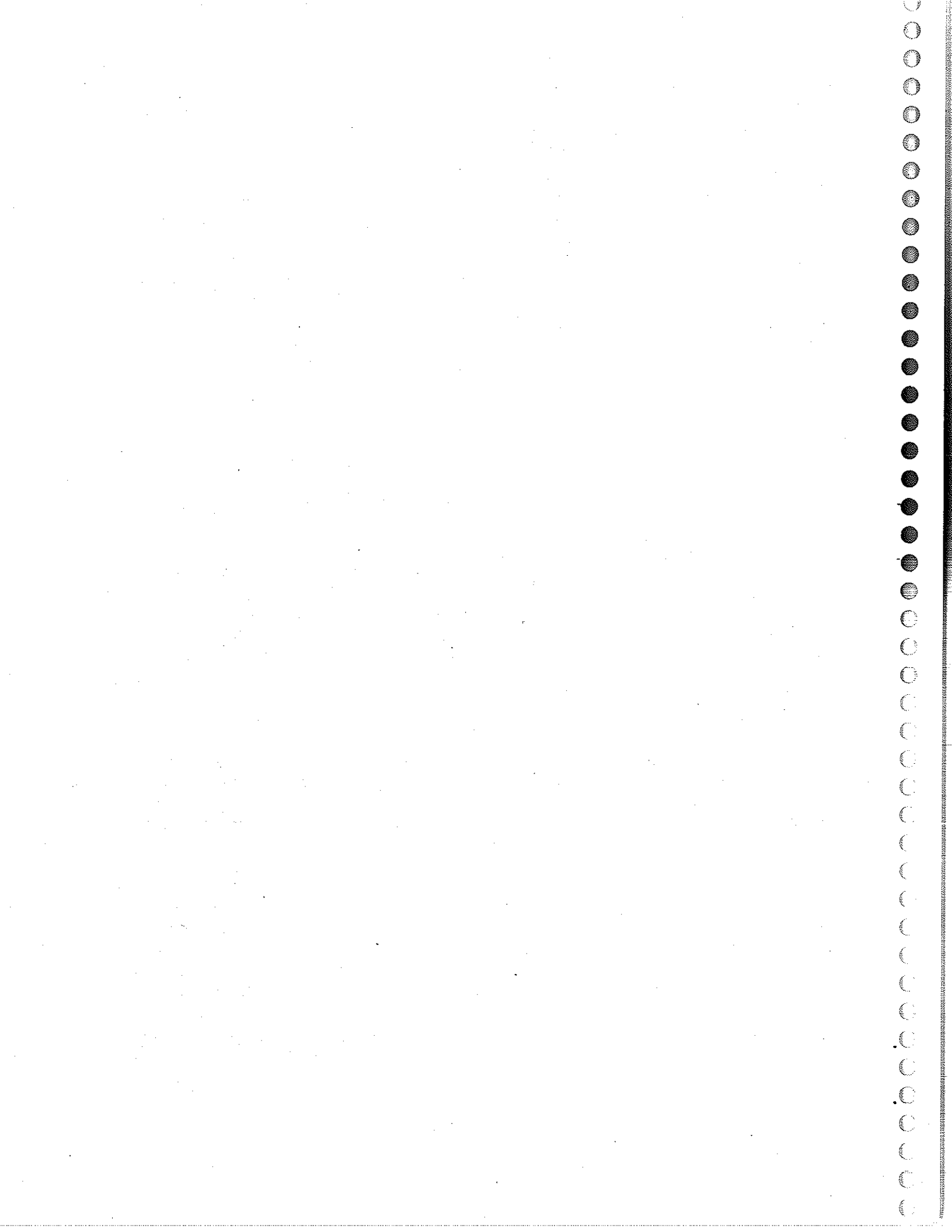
2.A.16

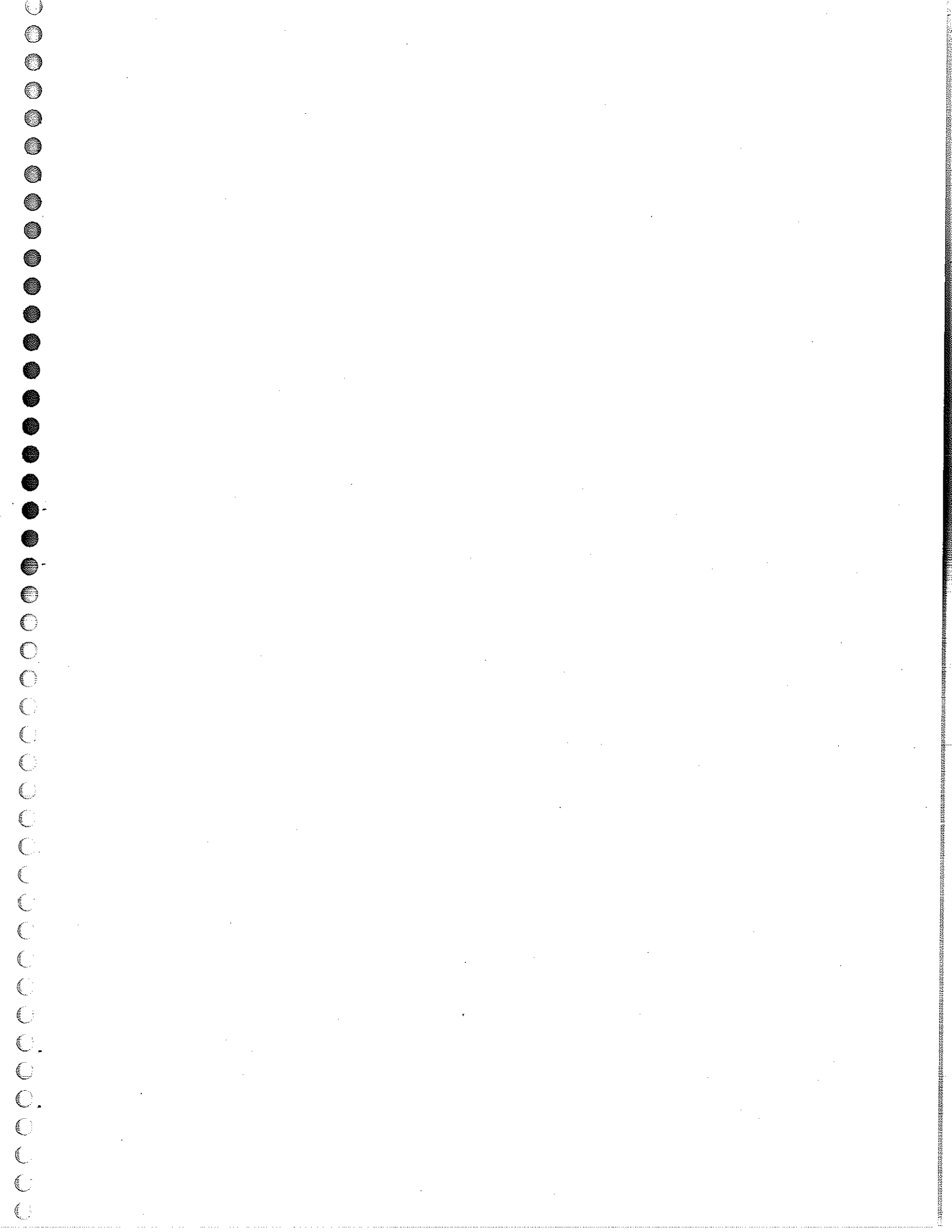
The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's 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.

The purpose of the Whitman College Office of Admission is to serve the mission of the College by meeting the enrollment goals determined by the President of the College, the Board of Trustees, and the senior officers of the College. The primary tasks of the admission office are to identify and recruit prospective students, to communicate to prospective students the distinguishing features of Whitman and a Whitman education, to review applications, and to select students who are the best match with the institution and who can maintain and improve the educational and social environment on campus.

To enroll each class, the Office of Admission recruits students from the United States and around the world. Employing direct mail, email communications, national and international travel by the President and admission staff members, and personal contact by current students and alumni, the Office of Admission cultivates the interest of students in Whitman throughout their college search process. The College hosts several visitor days and an admitted student day and conducts on-campus tours and information sessions throughout the year, including events that target local middle and high school students who may otherwise not be privy to information about colleges such as Whitman.

Admission policies and standards are based on the mission of the College and established by the President, the Board of Trustees, the senior administrators of the College, and by the Committee on Admission and Financial Aid, a College committee consisting of faculty, staff, and students. These policies and standards are clearly outlined in admission publications, the Admission Office Web page, the *Catalog of the College*, and other College publications. To ensure accuracy and currency, Admission Office staff members ensure that all publications and documents are updated at least annually and more frequently in some cases (e.g., the Admission Web page). In addition, admission staff members communicate policies, answer questions, and provide information about the College during visits to high schools, at college fairs, and in meetings (individual or large group) with prospective students and their families on campus and off.





Admission to Whitman is highly selective. In 2012-13 the admittance rate was 48%. The College seeks students who have demonstrated exceptional motivation, interest in learning, a willingness to work hard, and a desire for academic and intellectual challenges from their college experience. The College seeks students who expect to be involved and make a difference in the Whitman campus community. The College seeks students who will enrich the Whitman community with a diversity of perspectives and experiences. For statistics on the incoming class of students, including demographics and academic profiles, please see <http://www.whitman.edu/admission/learn-more/who-are-whitties>. For further detailed data about enrolled students, including racial-ethnic and geographic diversity, please see the Whitman College Factbook, found at <http://www.whitman.edu/Documents/Offices/Institutional%20Research/2012-13%20Factbook.pdf>.

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.

Whitman College maintains policies that clearly state its relationship to co-curricular activities and the role and responsibilities of students for these activities in the *Faculty Code*. Chapter six of the *Faculty Code*, entitled "Student Activities and Conduct," consists of seven articles including:

- Article I. Procedures for the Governance of Student Conduct
- Article II. Student Life Committee
- Article III. The Council on Student Affairs
- Article IV. Student Organizations
- Article V. Student Conduct
- Article VI. Recording and Reporting Student Conduct
- Article VII. Sexual Misconduct Policy

While the *Faculty Code* is online and available to all students and student organizations, it is not a document that is familiar to most students. For that reason, key policies from the *Faculty Code* are printed in the *Student Handbook* each year.

While the *Faculty Code* is the umbrella document for all policies relating to co-curricular activities and the *Student Handbook* is the location where key policies are repeated for the benefit of students and student organizations, the Associated Students of Whitman College (ASWC) publishes additional policies that clearly create a relationship between co-curricular activities and the institution.

A large portion of Whitman's student organizations choose to pursue formal recognition from ASWC. ASWC-recognized organizations are afforded several privileges including access to an annual budget (from student fee dollars), the opportunity to apply for ASWC funding of special projects, and promotion of their organization in various venues supported by ASWC. The process for becoming an ASWC organization, as well as the rights and responsibilities of an ASWC-recognized organization, are outlined in the ASWC by-laws (Article II, Section Six). These by-laws are available at any time on the ASWC website ([goaswc.org](http://www.goaswc.org)) or by requesting a copy from the ASWC Club Director or a member of the Student Activities Office staff. To view ASWC by-laws, please see <http://www.goaswc.org/wp-content/uploads/2012/01/ASWC-by-laws-1-07-13.pdf>.

Additionally, ASWC-recognized club Presidents and Budget Managers are required to attend an annual club leadership symposium, presented by the ASWC Club Director and Student Activities Office staff. At this event they are provided training that articulates their rights and responsibilities, and they are given resources to assist their groups in functioning throughout the year.

ASWC also has responsibility for recognizing and funding campus media organizations. Currently, Whitman hosts a weekly newspaper (*The Pioneer*), a radio station (*KWCW*), an annual yearbook (the *Waiilatpu*), an annual art and literary magazine (the *blue moon*), and a quarterly art and literary magazine (*quarterlife*). The purpose for each of these organizations is articulated in the ASWC by-laws (Article VIII, Section One). The rights and responsibilities for each campus media organization are described in the same Article, in Sections Three, Four, Five, and Six. It is also of note that the budget for the *Pioneer* is guaranteed each year at a rate of 9% of the total annual operating budget of ASWC (ASWC by-laws, Article IV, Section Six, Point B.1.iii). This allocation cannot be adjusted without amending the ASWC by-laws.

The campus media organizations are considered a separate class of organizations from clubs, under the ASWC by-laws. They are supported and monitored by the ASWC Nominations Chair who facilitates communication between the media groups and ASWC. Media organization chief officers are entitled to meet with the Nominations Chair at least once per month, and are guaranteed training in ASWC financial procedures upon their appointment to their positions.

Human Resources

2.A.18

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

The Human Resources policies and procedures of Whitman College are regularly reviewed and modified, as appropriate, by the Human Resources Director, with an eye to ensuring fairness and consistent application. Major policy changes are then approved by either the President or the Trustees, as appropriate. HR-related policies specific to faculty are prepared and regularly reviewed by the Provost and Dean of Faculty. Current human resources policies are posted and available to all employees on the HR and Provost webpages and in the Staff and Faculty Handbooks contained therein. This communication is further augmented by periodic electronic announcements and reminders of key policies and practices, as well as occasional briefing and training sessions made available to faculty and staff.

For access to the staff handbook, which contains policies and procedures pertaining to staff, please see <http://www.whitman.edu/offices-and-services/human-resources/facultystaff/staff-handbook>.

For access to the Faculty Code and Faculty Handbook, as well as guidelines for department chairs, which contain policies and procedures that pertain to the academic mission of the College, please see linked documents found at <http://www.whitman.edu/offices-and-services/provost/faculty-governance>.

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.

Upon hire, transfer, and promotion, all faculty and staff are made aware of their respective job descriptions, expectations of performance, and the process by which performance will be evaluated. These are communicated both verbally and in written form in the appointment letters and signed contracts. The human resources policies posted on the HR and Provost webpages describe in clear detail the terms and conditions of employment, including standards of conduct, compensation, benefits, performance appraisal, training, advancement, and the grievance process.

Information about these topics for faculty and staff can be found at http://www.whitman.edu/content/hr/faculty_staff.

2.A.20

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

All personnel records and information are maintained in secure locations in the HR and Provost offices. Only authorized staff have access to such information, and they treat it with great discretion and confidentiality, in conformance with College policy, legal requirements, respect for privacy, and sound business practice.

Policies pertaining to records retention can be found at <http://www.whitman.edu/content/wcts/policies/information-security-procedure>.

Institutional Integrity

2.A.21

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

The College's publications and Web site clearly and accurately represent the College as a four-year, residential, liberal arts institution whose primary purpose is the education, development, and care of its students. The College's published materials are updated annually to maintain currency and accuracy; the College's Web pages are updated continuously. Any faculty or staff or student member of the Whitman community who is charged with monitoring the content of a particular webpage can request edits and updates by contacting the Office of Communications.

Goals and mission, entrance requirements, information about programs and degrees, list of faculty and their qualifications, description of facilities, costs and tuition, information about financial aid, refund policies, and the academic calendar are all published in the *Catalog of the College* and in other publications. This information is also easily accessible on the College's Web site. Information about graduation rates, which clearly demonstrate the ability of students to complete their undergraduate degrees in a timely fashion, can be found in the annual Factbook produced by the Office of Institutional Research (<http://www.whitman.edu/Documents/Offices/Institutional%20Research/2012-13%20Factbook.pdf>).

In all its publications, the College strives to represent itself and its policies fairly and honestly. As noted above, major College publications are reviewed and revised annually to ensure their currency and accuracy.

The College maintains a full-time, fully staffed Office of Communications that is responsible for planning and executing an effective and coordinated communications program that strives to advance the mission of Whitman College and serve the needs of the campus community and the College's many and varied constituencies.

Admissions Office publications (including the separate publications aimed at high school juniors and seniors, financial aid brochures, visitor brochures, application packets, etc.) are updated annually to ensure that information is accurate. An admission staff member is charged with reviewing, editing, and updating publications each year. Appropriate administrative departments including Financial Aid, Registrar's Office, Office of Institutional Research, Alumni and Development Offices, Student Engagement Center, Residence Life Office, Dean of Student's Office, and Provost and Dean of the Faculty's Office are contacted to provide updated statistical information such as class sizes, graduation rates, tuition and fees, etc. The Office of Institutional Research publishes an online and hard copy Factbook each year. Academic departments and programs provide current information about their majors, minors, and program requirements. Given the timeliness required in communicating with prospective students, these updates are typically completed in the late spring and summer before the next admission cycle. Additionally, the College's admission Web site is updated continuously.

College policies are routinely reviewed and changed as needed. The College makes every effort to make current policies and procedures readily available to all its constituencies. Furthermore, it has systems in place that allow all constituents to propose changes to College policies in the effort to make Whitman a more open, diverse, and ethical place at which to live, learn, and work. Any faculty member or faculty committee can propose changes to the *Faculty Code* or *Faculty Handbook*; staff members, through the Personnel Advisory Committee (PAC), can make recommendations for staff policy changes; and students can propose through student government channels new policies or policy modifications to the *Student Handbook*. Students also sit on the Student Life Committee, which may review and recommend policies on any matter, not of a curricular or disciplinary nature, relating to student life at Whitman College. There are six students on this committee, which maintains a balance of male and female students and Greek and independent students.

The *Staff Handbook* undergoes continuous revisions as new policies are put into place or old ones revised. The *Faculty Handbook* and *Faculty Code* are revised each year to reflect changes made by the Provost and Dean of the Faculty and the Committee of Division Chairs to the *Faculty Handbook*, or by faculty vote or trustee mandate to the *Faculty Code*.

A new, updated, *Catalog of the College* and *Student Handbook* are produced each year; other handbooks and admission materials are revised and updated annually to ensure an honest and accurate representation of the College.

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.

A Whitman education involves deep and lasting learning in an academic community comprised of people with varied experiences and global perspectives. The College community includes students, faculty and staff who differ from one another to build a curriculum and community toward this vision. Through academics, campus life, and cultural and educational activities, Whitman community members participate in this vision of diversity.

Whitman College has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, disability, veteran's status, sexual orientation, gender identity, or any other basis prohibited by applicable federal, state, or local laws.

Students are recruited to the College by a well-qualified group of professional admissions staff, who uphold the highest ethical standards in representing the College to potential students and their families.

Whitman College is committed to exemplifying the highest ethical standards in its interactions with all constituencies. This commitment is expressed in formal policies addressing conflict of interest, equal employment opportunity and non-discrimination, harassment and civility, and diversity. These policies are described in the staff and faculty handbooks posted on the webpages of the Human Resources Department, the Dean of Students Office, and the office of the Provost and Dean of Faculty. The leadership of all three offices is engaged in investigating and responding to any alleged violations of these policies. Students, faculty, and staff may lodge complaints under the terms of the Grievance Policy, posted on the Human Resources webpage. This Grievance Policy provides clear guidelines for addressing and resolving grievances involving conduct prohibited by Whitman College policy, as well as conduct prohibited by Title IX and other federal and state laws pertaining to higher education and employment. All related investigations are focused on timely and fair response, prevention of recurrence, and remedying the effects of prohibited actions on individuals and the Whitman community.

The College adheres to high ethical standards in its dealings with research on both human and non-human subjects, with clear policies and standing committees devoted to these standards: the Animal Care and Use Committee and the Institutional Review Board. In addition, students who receive federal funding to support research on campus must complete the Responsible Conduct of Research tutorial. If necessary, the Institutional Biosafety Committee can be activated to evaluate work involving recombinant DNA.

Recognizing the impact Whitman College has on the environment and the leadership role Whitman College plays as an institution of higher learning, the College also affirms environmental principles and standards, which are consulted to explore the practical ways Whitman College can promote an environmentally conscious campus. As official campus sustainability representatives, the mission of the Whitman College President's Sustainability Advisory Committee is to promote a respect for and commitment to environmental awareness and responsibility within the Whitman College community. As of July 1, 2013, Whitman has a full-time Campus Sustainability Coordinator who will lead and manage the College's sustainability efforts.

For access to College policies found in the Staff Handbook, including the Grievance Policy, please see http://www.whitman.edu/content/hr/faculty_staff/policies/handbook/policies-and-procedures and <http://www.whitman.edu/Documents/Offices/Human%20Resources/grievance.pdf>.

For access to College policies found in the Faculty Code, including ethical research policies and committees, please see <http://www.whitman.edu/offices-and-services/provost/faculty-governance/faculty-code> and go to Chapter II: Faculty Legislation.

For access to College policies found in the Student Handbook, please see <http://www.whitman.edu/academics/academic-support/handbooks/student-handbook/student-rights-and-responsibilities>.

For access to the College's information about animal care and use, human subjects research, and genetic research, please see <http://www.whitman.edu/giving/whitman-college-research-and-oversight-committees>.

For access to information about campus sustainability, please see <http://www.whitman.edu/about-whitman/campus-sustainability>.

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.

The College has policies and procedures to deal with conflict of interest issues for its governing board members and members of the senior staff. The *Governing Board Handbook* states "Trustees should avoid any situation that could cause even the appearance of a conflict of interest as defined by the Board's conflict of interest policy signed by all Trustees" (*Governing Board Handbook*). Each member of the Trustees signs a Conflict of Interest Statement each year and submits it to the Secretary of the Board.

The *Staff Handbook* explicates the College's policy concerning ethical conduct and conflict of interest issues for officers and staff of the College. This policy addresses issues such as the use of College resources, compliance with rules, disclosure of confidential information, and competition with the College. Those staff who have significant budget and decision-making authority are required to sign a Conflict of Interest Statement each year. There are no explicit policies dealing with conflict of interest that pertain to the faculty.

The other manner in which issues of conflict of interest arise are in the context of College judicial proceedings. Both the standard judicial process and the sexual misconduct hearing process, for example, have clauses that allow students to challenge council members and witnesses on the basis of conflict of interest.

2.A.24

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

The College has a comprehensive copyright policy and training for employees regarding the law. The policy and documentation is available on the College's copyright web site at <http://www.whitman.edu/content/copyright/general-copyright-information>

Each year presentations are given by Penrose Library staff and others to staff and faculty about copyright policies and intellectual property, especially as these policies and laws change over time.

Students are informed about academic honesty policies via the Academic Resource Center website (http://www.whitman.edu/content/academic_resources/acad_advising/acad_terms), the General Studies website description of the common first year course Encounters (<http://www.whitman.edu/content/general-studies/encounters/common>), as well as with pre-major advising meetings where the policy is discussed, especially as it pertains to plagiarism. To access the Whitman College Academic Honesty Policy, which all incoming students and all faculty advisers receive in written form, please see www.whitman.edu/Documents/Offices/AcadHonestyStatement2012-13.doc.

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.

Whitman College adheres to the standards and principles pertaining to advertising, recruitment, and representation of accreditation status. It maintains current and accurate information for all its constituencies. The College has updated all public representations of its NWCCU accreditation status per a 2012 updated request for accredited status language from the Northwest Commission on Colleges and Universities. The College's Statement of Accreditation by the Northwest Commission on Colleges and Universities is correct on the College Web page and in the online version of the *Catalog of the College*.

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.

Off Campus Studies affiliations are the only contractual agreements applicable to this standard. Whitman College employs affiliation agreements and Memoranda of Understanding in its relationship with study abroad and off-campus studies program providers. These are national study abroad organizations or foreign universities where Whitman students may study for a semester or an academic year for academic credit towards their Whitman degree. In 2011-12 the College re-evaluated study

abroad options for students to ensure that the curriculum they offer is in keeping with the College's mission and complements the academic program at Whitman College. Over the course of the year, the Off-Campus Studies staff met with the faculty in every academic department to identify suitable programs for the off-campus studies Partner Program list based on faculty recommendations and institutional values. (The Whitman Off-Campus Studies Mission Statement can be viewed at <http://www.whitman.edu/offices-and-services/off-campus-studies/about-ocs>.) At the end of the process, a list of 85 study abroad program options worldwide with 24 providers was created. Qualified students can attend these new program options effective 2013-14.

The agreements that Whitman has in place with new study abroad organizations/foreign university partners cover the terms under which Whitman students study at those institutions. The contents of the agreements typically cover what the study abroad or off-campus studies organization will provide to students including: student eligibility, admission decisions, housing, health insurance, integration into the campus/local community, access to facilities, issuance of transcript and indemnification. The agreements also cover Whitman's responsibilities, including screening students for suitability, accurate program publicity, processing of program fee invoices, transferability of Whitman institutional financial aid as well as relevant federal and state aid, and indemnification. These agreements facilitate opportunities for Whitman students to augment their Whitman undergraduate education with high-quality field and university study opportunities around the world with the aim of developing intercultural skills and a global perspective among graduates.

Academic Freedom

2.A.27

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

Academic freedom has always been implicitly granted to the faculty through the College's Constitution: "The Faculty shall have the power to arrange the course of study..." (*Constitution of Whitman College, Article V, Section 2*). The faculty have complete jurisdiction over the content of the curriculum and the pedagogical methods of instruction.

Academic freedom is also implied by the section in the *Faculty Code* related to suspension and dismissal: In every case of proposed dismissal, the procedure approved by the American Association of University Professors and the Association of American Colleges will be followed. (See A.A.U.P. Bulletin, March, 1958, pp. 272-274.).

At the May 10, 2006, faculty meeting, the faculty passed a resolution to add the following text to the *Faculty Code* under the section, *Powers of the Faculty*: All members of the faculty, whether on appointment with continuous tenure or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure and additions and amendments thereto formulated by the American Association of University Professors.

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.

Whitman Collège guarantees academic freedom for its faculty. Academic freedom is also protected through Whitman's system of faculty governance granting the faculty the authority over the academic program. Although obligated to teach in the subject areas for which they were hired, faculty, in consultation with their departments or academic programs, decide on the courses they teach, the content of those courses, and the pedagogical methods they employ.

Likewise, faculty are free to research and publish, exhibit artistic expressions, or perform as they deem appropriate. Established faculty reviews may comment upon the quality of a faculty member's professional activity, but never upon its content.

Finally, Whitman College, reflecting its educational mission, welcomes and fosters the free flow of ideas among all College constituencies. Addressing the realities of technological innovation and advancement, the College has explicit policies stated in the *Faculty Handbook* protecting freedom of expression in technological mediums such as email, listservs, and personal Web pages.

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.

Each academic department or program has a set of guidelines for professional activity that is used by the College's Personnel Committee upon reviewing the fair, accurate, and objective representation of scholarship by individual faculty members in the formal review process. In these reviews, research and writing that appear in peer-reviewed publications, noteworthy performances or exhibitions, or other appropriate peer-reviewed professional activities in the candidate's field(s) of study are necessary at such key points as the granting of tenure and promotion to the rank of professor. The Personnel Committee evaluates scholarly or creative work deemed to be professionally appropriate to each candidate's field, based on external letters of evaluation and based on candidates' statements explaining their professional activity, recognizing the variety of possible forms. The criteria for evaluation involve the trusting of professional activity merit to those disciplinary audiences deemed appropriate to judge acceptability in terms of fairness, accuracy, and objectivity (see <http://www.whitman.edu/content/search/?cx=016431610466384994051%3Aaavxijnvoy&cof=FORID%3A9&q=department+scholarship+guidelines&sa=Search&siteurl=http%3A%2F%2Fwww.whitman.edu%2Fcontent%2Ffaculty> for links to examples of departmental scholarship guidelines).

Finance

2.A.30

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

The Board of Trustees provides oversight of the management of financial resources through a combination of committee oversight, policies and staff organization. The financial functions of the College are centralized under the chief financial officer of the College, who reports to the president of the College. In addition, the chief financial officer is the treasurer and secretary of trustees and, in such capacity, keeps the Board of Trustees fully informed about the financial status of the College. The chief financial officer facilitates the development of the College's Strategic Plan (see Exhibit 2.A.30a) which is linked to a long range budget model (see Exhibit 2.A.30b). The strategic plan is reviewed annually and the budget model is reviewed twice per year by the Trustee Budget Review Committee to ensure adequate financial planning.

The Trustee Budget Review Committee reviews and recommends approval of the operating budget to the Board of Trustees. The committee also reviews an annual report of reserve balances (see Exhibit 2.A.30c). The enrollment reserve and life cycle reserve can only be spent with the approval of the Trustees. Other reserves are managed at the discretion of the respective budget officers.

The Trustee Building and Grounds Committee reviews and recommends approval of capital budgets to the Board of Trustees. The Building and Grounds Committee also reviews and recommends approval to the trustees of life cycle capital projects and the funding of the life cycle reserve.

The Trustee Investment Committee is responsible for overseeing the College's investments in accordance with the following policies approved by the trustees: Investment Policy and Short-Term Investment Policy and Credit Line Policy (see Exhibit 2.A.30d).

The Trustee Campaign Steering Committee oversees fundraising efforts for the College in accordance with the following trustee policies: Gift Acceptance Policy and Campaign Counting Policy (see Exhibit 2.A.30e).

The full Board of Trustees provides oversight of debt management (via the Debt Management and Derivatives policies). The trustees annually review and approve borrowing between funds (See Exhibit 2.A.30f).

2.B – Human Resources

2.B.1

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

The College's support and operations functions are adequately staffed to meet the needs of the College, as confirmed by periodic review and benchmarking of the practices and staffing models of peer institutions. All positions open for internal or external recruitment are advertised broadly, with required qualifications and other criteria for selection stated explicitly. All positions are supported by clear job descriptions which outline duties, responsibilities and other parameters of the respective positions.

For access to the Human Resources website, which contains links to job opportunities, staff handbooks, forms, equal employment opportunity information, and other relevant information, please see <http://www.whitman.edu/content/hr> and links contained therein.

For access to the organizational chart for the office of Provost and Dean of the Faculty, please see Exhibit 2.B.1a. Other examples of organizational charts can be found for the Business Office at http://www.whitman.edu/content/business_office/contactinfo, for WCTS at <http://wcts.whitman.edu/about/org-2012-05.png>, and for Penrose Library in Exhibit 2.B.1b.

2.B.2

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

The performance of all administrators and staff is formally reviewed on an annual basis against clearly outlined work expectations and standards. Moreover, managers are encouraged to provide regular performance feedback, coaching, and assistance to their respective staff members on an ongoing basis. The Human Resources Director makes presentations to Director-level staff to ensure effective evaluation procedures and best practices.

For access to the College's Performance Appraisal Forms, please see <http://www.whitman.edu/offices-and-services/human-resources/facultystaff/performance-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.

Faculty, staff, and administrators are provided opportunities for professional growth and development on an ongoing basis, as appropriate to their respective positions and personal needs. These offerings vary in content, timing, and form, depending on the position and the person. They may include internal training and briefing sessions, committee and task force assignments and participation, webinars, offsite workshops, seminars, and conferences, etc. Additionally, the annual performance review process for both exempt and nonexempt staff encourages discussion of each employee's career aspirations, development needs, and performance objectives.

The Director of Human Resources has launched The Whitman Leadership Program, an initiative designed to prepare a select group of administrative staff members for future leadership roles at Whitman. The first cohort of administrative staff to take part in this program will begin their training in late summer, 2013. Details of the program can be accessed through this web page and the links therein: <http://www.whitman.edu/offices-and-services/human-resources/whitman-leadership-program>.

A full teaching load with the expectation of excellence in teaching requires an obligation on the part of the College to provide faculty with opportunities for professional development. One of the most directly beneficial programs for the support of professional growth and teaching is the College's Aid to Scholarship and Instructional Development (ASiD) fund. This program provides funding "in support of a faculty member's present or potential instructional activities" (*Faculty Handbook*). Support might include attendance at workshops, seminars, and conferences, or the acquisition of instructional materials. There are also competitive internal grants that foster innovative teaching and ways to collaborate with undergraduate students for faculty members, including collaborative work with staff members (e.g., Innovation in Teaching and Learning Grants, Perry and Abshire Grants for research with students). The Provost and Dean of the Faculty office also sponsors initiatives that serve to enhance faculty professional development, including workshops and collaborative ventures with the newly created Northwest Five Consortium, Cross-Disciplinary Learning and Teaching Initiative, and a Teagle-funded set of mini-grants to improve student learning in the Senior Assessment in the Major. And, faculty members who apply for external grants utilize the assistance of the College's Office of Foundation and Corporate Relations, an office whose director also advertises grant possibilities and seeks eligible faculty members for grants throughout the year. Many of these initiatives are described in detail at <http://www.whitman.edu/offices-and-services/provost/initiatives-and-planning>.

Chapter 1 of the *Faculty Code* includes explicit language pertaining to professional development, especially in the form of sabbatical leaves, which require applications submitted to the Committee of Division Chairs for approval (with ultimate approval by the Board of Trustees), and which are based on clear goals and accomplishment of professional activity goals set forth in previous sabbatical applications. Tenured and tenure-track faculty are eligible to apply for a one-semester sabbatical every fifth semester, or a two-semester sabbatical every fifth year. The sabbatical program ensures that faculty are given ample time and resources to maintain an active professional activity agenda, including peer reviewed publications, exhibits, or performances, which are required for tenure and promotion, and which the College deems necessary in order to enhance teaching excellence.

An ongoing manifestation of the College's commitment to promoting professional development in teaching is the College's Center for Teaching and Learning. The goal of the Center, established in 2000, is to promote a campus-wide environment that values, respects, and encourages excellent teaching. The Center's program goals include:

- Exploring the diversity of student interests, goals, backgrounds and learning styles
- Offering faculty opportunities to examine their pedagogy in light of advances in theories of teaching and learning and advances in classroom and instructional technology
- Providing a forum for faculty to continually learn from each other, and promoting and disseminating pedagogical resources

Activities of the Center include services to individual faculty, such as individual consultations and

classroom observation; the sponsoring of numerous educational events and workshops throughout the academic year; the maintenance of a collection of books and materials related to teaching and learning; and the hosting of a Web site of excellent online resources. In addition, the College has a mentoring program that pairs senior and junior faculty with complementary interests, skills, and goals in terms of teaching, research, service, and the balance between these three.

One of the Center's responsibilities, under the leadership of the Associate Dean for Faculty Development, is the orientation of new faculty. All new faculty, tenure-track and non-tenure-track, are expected to attend a series of orientation sessions the week before classes begin in the fall semester. The sessions acquaint faculty with the many educational resources available on campus, as well as provide professional guidance to incoming faculty in terms of syllabi design, pedagogical resources, and ways to manage work-life balance, among other topics.

During the academic year, the Center for Teaching and Learning, under the guidance of the Associate Dean for Faculty Development, also hosts a series of lunches for first-year tenure-track faculty to continue a discussion of the teaching and learning issues most relevant to new faculty.

Finally, the Center for Teaching and Learning sponsors and supports a number of programs and lunches dedicated to providing professional opportunities to faculty of all ranks related to teaching, professional activity, managing work-life balance, and handling 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.

The Board of Trustees has the power of appointment and removal of the President of the College, professors, and any other necessary agents and officers, and may fix the compensation of each. All appointments to the teaching faculty of Whitman College shall be made by the Board of Trustees on recommendation of the President of the College, and the College employs rigorous search processes for the hiring of all faculty (for faculty search guidelines please see Exhibit 2.B.4). All deliberations about employment are rooted in the College's mission, core themes, and mission statements within various offices and programs on campus.

The Board of Trustees retains the ultimate authority in all personnel matters. The Board of Trustees, in turn, acts upon the recommendation of the President. Before making recommendations to the Board of Trustees, the President consults with the appropriate faculty committees. The Faculty Personnel Committee makes recommendations to the President and the Provost and Dean of the Faculty regarding the tenure, promotion, contract renewal, and periodic review of faculty members who are on the tenure-track or Forensics Track. The Committee of Division Chairs makes recommendations to the President and the Provost and Dean of the Faculty regarding the evaluation and retention of other members of the instructional staff, including lecturers and visiting faculty. Though the President must consult with these committees, he or she is not required to follow their recommendations.

The faculty are organized into three Academic Divisions: Social Sciences, Humanities and Arts, and Natural Sciences and Mathematics. Academic departments and programs reside within these Divisions,

although some interdisciplinary programs (e.g., Environmental Studies, Asian Studies, Gender Studies, and Race and Ethnic Studies) cross divisional lines. Additionally, the General Studies Committee functions as a separate Division for the purpose of proposing alterations to the College's General Studies Program — Encounters (required of all first-year students), *Critical Voices*, and the Distribution Requirements.

Whitman College is fortunate to have a cadre of talented and accomplished faculty at all ranks. As specified in the *Faculty Code*, the faculty of Whitman College – those eligible to vote and serve on elected committees – consist of the President of the College and the members of the instructional staff who hold the title of Dean; Professor; Associate Professor; Assistant Professor; or non-tenured Assistant, Associate or full Professor of Forensics or SSRA; Senior Lecturer, and Senior Adjunct Assistant Professor. Of these, all but those in Sports Studies (SSRA) and Forensics are eligible for the consideration of tenure. Other instructional staff who are not eligible for tenure and not normally eligible to serve on elected committees or vote include Lecturers, Visiting Assistant Professors and Instructors, and Adjunct Professors and Instructors.

The faculty for the 2012-2013 year included 146 full-time continuing appointments (based on the AAUP method of reporting). For detailed information about rank, terminal degrees, and faculty demographics, please see the Whitman College Factbook, published by the Office of Institutional Research, at <http://www.whitman.edu/Documents/Offices/Institutional%20Research/2012-13%20Factbook.pdf>.

The College takes seriously its charge to employ highly qualified faculty. Searches for new tenure-track faculty are rigorous and thorough. It is the policy of the Provost and Dean of the Faculty, and written into all initial tenure-track contracts, that new tenure-track faculty must have their terminal degree conferred by September 1 of the new academic year. To ensure the highest quality, all non-tenure track instructional staff are evaluated frequently and systematically as well.

The College, in the past several years and with the assistance of funding from the Mellon Foundation, has converted several temporary faculty appointments (appointments made because of the sabbatical program, enrollment pressures, General Studies contributions, or other program enhancements) into tenure-track positions. This serves to lessen reliance on contingent faculty and enhances the quality of teaching. The increase in these positions is reflected in the increase in the number of tenure track assistant professor positions, as seen in the 2012-13 Factbook (49 Assistant Professors in 2008-09 and 63 Assistant Professors in 2012-13).

To ensure that each department and program is sufficiently staffed with qualified faculty, tenure-track positions for each department may be reallocated by the President in consultation with the Dean of the Faculty and the Committee of Division Chairs when vacancies occur due to retirement, resignation, death, or termination:

The Faculty have created an ad hoc Committee on Retention of Faculty, in order to address potential concerns about faculty members leaving the college before tenure. Investigating reasons for leaving is important so that the College can maintain its commitment to recruiting and retaining highly qualified faculty who represent a diversity of demographics, just as the students do.

Despite the goal of lessening reliance on contingent faculty, the College relies on a number of qualified non-tenure-line faculty to augment the tenure-track faculty to replace sabbaticals, staff overloads, or fill

in for vacant tenure-track positions. The College differentiates between three types of non-tenure-track faculty:

Lecturers and Senior Lecturers

Lecturers are members of the full-time, continuing faculty. They are not eligible for tenure but are eligible for five-year appointments. Lecturers are usually not required to have the terminal degree in their fields, although an appropriate Master's degree will usually be required.

Visiting Instructors and Visiting Assistant Professors

These are individuals in temporary full-time teaching appointments. Visiting Assistant Professors have received the terminal degree in their fields while Visiting Instructors have not received such degrees. Visiting Instructors and Assistant Professors may be employed full time at the College for no more than five years.

Adjunct Instructors and Adjunct Assistant Professors

These are individuals whose teaching appointments for a given year are less than full time. Adjunct Assistant Professors have received the terminal degree in their fields while Adjunct Instructors have not received such degrees.

All new non-tenure-track faculty are expected to participate in the same orientation activities as new tenure-track appointments, and no distinction is made between the two groups. During orientation, they receive the information they need, both academic and administrative, to perform their jobs. Whitman hires many full-time temporary non-tenure-track faculty each year, and departments are experienced at welcoming, orienting, and mentoring all new faculty — tenure-track and non-tenure-track.

The status of non-tenure-track faculty is periodically assessed as are the policies concerning their hiring and evaluation. During the 2005–2006 academic year, the Provost and Dean of the Faculty and the Committee of Division Chairs, with input from many of the College's non-tenure-track faculty, revised the section of the *Faculty Handbook* that pertains to these members of the faculty. Titles were modified to better represent their evolving roles at the College, and formalized evaluation procedures were put into place. Those evaluation procedures are clearly stated in the *Faculty Handbook*.

2.B.5

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

The nature of teaching at Whitman College has changed, such that faculty are increasingly committed to conducting collaborative research with students, working closely with students outside of the classroom, and incorporating innovative pedagogical techniques in the classroom in order to maintain the College's dedication to excellence in teaching. In 2009–2010, in an effort to examine whether the shift in teaching expectations should require a shift in teaching load, each academic department and program completed Instructional Workload Reconfiguration Studies, and external evaluators were consulted, in order to determine whether the College could transition from a six-course per year teaching load to a five-course per year teaching load. After careful review and assessment, and with the acknowledgment that the shift would require no additional staffing and no additional research expectations among the Faculty, the Faculty voted to move to a five-course load, beginning in the Fall of 2010. While a larger than

expected incoming admissions class for two years has meant the need for occasional added sections due to enrollment demands, and has meant a temporary increase in average class size, the switch to the five-course load has been largely successful (formal assessment of the switch is currently in progress).

Currently, then, the standard teaching load across the College is five courses per year per faculty FTE, which is spread across two semesters each year. Faculty members in some, but not all, departments that require senior theses, integrative essays, or research projects for their Senior Assessment in the Major count their advisory and supervisory participation in those projects as 0.5-1.0 of their five yearly courses, depending on the number of students enrolled and the degree and intensity of professorial involvement. Although each department must come to agreement on what constitutes a course, generally a class meeting 3-4 hours a week will count as one course. Laboratory course sections are typically counted as half a course. A seminar course meeting 1.5-2 hours per week would typically count as half a course. Unless on sabbatical leave or leave of absence, faculty members are normally expected to teach in each semester of an academic year. Faculty on sabbatical leave or leave of absence during one semester of an academic year are expected to teach not fewer than 2.5 courses during the other semester.

The expectations for professional activity are outlined in the various department and program Discipline-Specific Guidelines for Professional Activity, faculty-authored documents that articulate professional publishing and performance by discipline that are in line with College expectations for professional activity for any faculty members who need guidance, but that also serve as guidelines for the Personnel Committee in their formal evaluation of faculty for tenure and promotion.

Whitman College Discipline-Specific Guidelines for Professional Activity can be found at <https://www.whitman.edu/whitman/index.cfm?objectid=0EFDD373-E6A2-CB88-9E7829F83762E890&flushcache=1&showdraft=1>.

Because the College curriculum is faculty-governed, and because many student rights and responsibilities are ultimately adjudicated by faculty, service expectations are high. Faculty members are expected to note their dedication to College and community service in their annual activity reports, and in formal evaluation procedures for contract renewal, tenure, and promotion.

For access to expectations for faculty in terms of teaching, professional activity, and service that are part of formal reviews, please see links available at <http://www.whitman.edu/offices-and-services/provost/personnel-review>.

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.

The College has clear and systematic procedures for the regular evaluation of all faculty in the essential areas of teaching, professional activity, and service. All procedures for faculty evaluation are clearly

explicated in the *Faculty Handbook*.

Tenure-Track Faculty Evaluation and Review

Annual Reviews

Each year, all tenure-track faculty must submit an *Annual Faculty Activity Report*. This report summarizes the faculty member's contributions in the areas of teaching, professional activity, and service during the previous year. It is used by the Provost and Dean of the Faculty and the faculty member's Division Chair for annual reviews to set salary levels. The activity reports are also used by the Personnel Committee because they represent a continuous record of work in teaching, professional activity, and service.

Personnel Reviews

Tenure-track faculty are typically reviewed for contract renewal in the fall of their third year after an initial three-year appointment. If this review is successful, they are given a second three-year contract. Faculty who successfully complete the first review are then evaluated for tenure and promotion to Associate Professor in the fall of their sixth year. Until recently, tenure and promotion were regarded as distinct decisions, and occasionally an individual was tenured without being promoted. The *Faculty Handbook* was modified in 2005 to link the two decisions, thus including promotion to Associate Professor as part of the tenure decision.

Although faculty may apply for promotion to Professor at any time after their promotion to Associate Professor, the *Faculty Handbook* lists eight years as the norm for time in rank for consideration of promotion from Associate Professor to Professor.

It is the responsibility of the Faculty Personnel Committee to evaluate tenure-track faculty for tenure, promotion, and contract renewal. The Personnel Committee consists of six elected tenured faculty members, two from each of the three academic divisions. Committee members are elected for three-year terms by the faculty as a whole from individuals nominated by their respective divisions. The Provost and Dean of the Faculty sits as an *ex-officio*, non-voting member of the Committee.

In the personnel review process, the primary responsibility for the collection of information lies with the candidate. Faculty to be evaluated are notified in a timely fashion so that they have sufficient time to prepare their materials. The Personnel Committee and the Provost and Dean of the Faculty meet with faculty to be evaluated, as a group, early in the process to orient them to the personnel review procedures, including deadlines, logistical information about the submission of materials, confidentiality, and review procedures.

Faculty are evaluated using multiple indices including letters from colleagues, student evaluations, evidence of professional activity, narratives about teaching, professional activity, and service, and activity reports. Individuals being reviewed request letters of support from colleagues, and all members of the candidate's department are asked to contribute letters. In order to assess the candidate's teaching, letter writers are strongly encouraged to observe the candidate's classroom teaching on at least two separate occasions. Faculty seeking tenure or promotion to Professor must provide to the Chair of the Personnel Committee the names of 8-10 established scholars, artists, or performers in the candidate's field outside of the College. Four of these individuals are asked to write letters concerning the candidate's professional activity.

In addition to letters, the following materials are also provided to the committee:

- A statement addressing the candidate's teaching and contributions to major and non-major advising
- A current Curriculum Vitae
- A complete set of student evaluations of teaching (using the College's standard form) from at least 4/5 of all classes taught at the College in the preceding two years
- Class materials such as syllabi, reading lists, examinations, etc.
- An assessment of prior professional activity, its impact on the educational program of the College, and a plan for the future
- Evidence of professional activity (e.g., publications, papers delivered at professional meetings, letters of review, external evaluations of productions and exhibits)
- A statement summarizing the candidate's service to the College or community
- Any other information the candidate believes is pertinent to the review
- Copies of the candidate's annual activity reports

The Personnel Committee evaluates faculty, in all reviews, for the "overall value of the candidate's contributions to Whitman's mission as an undergraduate, residential, liberal arts college." More specifically, the Committee bases its evaluations on three criteria — excellence in teaching, excellence in professional activity, and service to the community.

The paramount criterion in faculty evaluation is excellence in teaching. As stated in the *Faculty Handbook*: "In all reviews, faculty members must demonstrate excellence in teaching." The College acknowledges that excellence in teaching can take many pedagogical forms and includes activities such as course development, participation in interdisciplinary studies, supervision of student theses, and pre-major and major advising.

Excellence in teaching is not, however, sufficient in and of itself for promotion and tenure. Faculty under review must demonstrate excellence in professional activity. As with teaching, the College recognizes that excellence in professional activity may take many forms and the *Faculty Handbook*, as well as the discipline-specific guidelines, provide clear guidelines for what is and is not considered professional activity, and what is normative in terms of peer-reviewed scholarship, exhibition, or performance in any given field. There is also the expectation that "professional activity should be increasingly apparent with successive appointments and be clearly evident at such key points as the granting of tenure and promotion to professor."

Service to the College is an important and necessary component of a faculty member's contributions to the institution. In an institution where faculty governance is highly valued and faculty have authority over the academic program, it is essential that faculty contribute to the governance of the College. According to the *Faculty Handbook*: "Evidence of conscientious college service should be clearly apparent at such key points as the granting of tenure and promotion."

After individual cases are heard, the recommendations of the Personnel Committee are sent to the Provost and Dean of the Faculty and the President along with a summary of the Committee's conclusions. In the case of a negative review for contract renewal, tenure, or promotion, the faculty member may request that the Dean of the Faculty appoint a review committee to investigate any violations of College procedures.

An informal review of untenured tenure-track faculty occurs during each of their initial three-year contracts. Like the present Personnel Committee review conducted during the first semester of the third year of an initial three-year contract, this review involves a conscientious assessment of the candidate's teaching, scholarship, and service. Unlike the review conducted by the Personnel Committee, however, this review is purely advisory and diagnostic in nature.

Beyond informal pre-tenure reviews, and faculty evaluations for contract renewal, tenure, and promotion, faculty are systematically and regularly evaluated every five years by the Provost and Dean of the Faculty through the periodic review process. The evaluation is conducted by the Provost and Dean of the Faculty in consultation with the faculty member's Division Chair. Much like other faculty evaluations, the faculty member submits to the Provost and Dean of the Faculty his or her *Annual Faculty Activity Reports* from the previous five years; three letters from colleagues who have observed the teaching of the person being reviewed; student evaluations from two-thirds of the courses taught in the preceding four years of teaching; an up-dated vita; and statements about the faculty member's teaching, professional activity, and service to the College. In addition, the Provost will invite all the faculty member's departmental colleagues to submit letters regarding the candidate's performance in the areas of teaching, professional activity, and service.

The Provost first consults with the faculty member's Division Chair and subsequently meets with the faculty member to discuss his or her performance in the areas of teaching, professional activity, and service. The periodic review program at Whitman College is meant to be more formative than evaluative – so that faculty members at every stage of their career can receive guidance about how best to continue with excellence in teaching and professional activity, with continued participation in service.

If a faculty member receives negative criticism in his or her review from the Provost, the College will provide development opportunities for the faculty member that are appropriate for correcting the perceived deficiency.

At Whitman, faculty in Sports Studies and Forensics are evaluated somewhat differently than tenure-track faculty. This procedure is detailed in Chapter 4 of the *Faculty Handbook*.

As with the case of tenure-track faculty, the primary responsibility for the collection of evaluation materials lies with the candidate. Candidates submit the same materials as other faculty. Those materials are evaluated by the Athletic Director and/or the Associate Dean for Faculty Development, and the criteria for a successful evaluation include: the candidate's effectiveness at teaching and advising where coaching is considered a form of teaching; the candidate's level of professional activity with the understanding that a broad definition of professional activity will be used where, in particular, publications will not be a prerequisite for contract renewal or promotion; and the successful management of the candidate's sports or forensics program.

Non-tenure-track faculty are expected to evaluate all the courses they teach using the College's standard student course evaluation form and are reviewed periodically as set forth in Chapter 4 in the *Faculty Handbook*.

2.C –Education Resources

2.C.1

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

The curriculum for academic majors and the overall education provided by the College is designed to provide students with the breadth, depth, and synthesis of knowledge as is appropriate for a liberal arts and sciences education. The rigor of the academic program of the College is ensured through thoughtful and thorough vetting processes for courses and programs, and through the hiring and retention of highly qualified faculty members who hold terminal degrees in their fields of expertise, and who undergo reflective and rigorous review processes to ensure teaching excellence.

The academic divisions and corresponding majors and minors are listed at http://www.whitman.edu/Documents/Offices/Institutional%20Research/Academic_Divisions2.pdf.

The College provides opportunity for students to major in many disciplines that range from majors that have existed for decades, to majors that represent change and innovation in areas of interest and focus in the academy. Whitman holds dear the traditions and value of a liberal arts and sciences education, yet the college continually evolves to ensure that graduates are prepared for futures that offer limitless possibilities. As a result, the curriculum provides programs that nurture students' development of capacities to analyze, interpret, criticize, communicate, and engage, within and across disciplinary fields.

To access the Graduates by Major table, please see the Whitman College Factbook at <http://www.whitman.edu/Documents/Offices/Institutional%20Research/2012-13%20Factbook.pdf>, p.13.

The College's course of study, major programs, and semester calendars, which are published in the *Catalog of the College*, are similar to other nationally recognized small liberal arts institutions. Through professional networks, institutional research projects, collaborative grant work, and external reviews, Whitman College seeks best practices from peer institutions so that major areas of study, curricular patterns and policies, and learning objectives are consistent with peer liberal arts and sciences institutions that are dedicated to the provision of excellent teaching and learning opportunities for students.

Whitman College offers an appropriate, coherent, and well-planned program of study leading to a Bachelor of Arts degree in any of 44 departmental, interdisciplinary, or combined majors as well as options for Individually Planned Majors, combined majors, and 3-2 programs. The College maintains a curriculum that begins with a common first-year course (Encounters), includes Distribution Requirements that complement, broaden, and connect the work students do in their majors, and comprehensive senior assessments that focus on students' major areas of study. All requirements for the first year of study, Distribution Requirements, and academic majors and minors are clearly outlined in the *Catalog of the College* as well as on individual department and program web pages. The *Catalog of the College* also contains detailed descriptions for each course taught including content covered and course expectations.

In 2011, the Whitman College Faculty participated in the HERI Faculty Survey, the results of which reveal the alignment of faculty views on learning goals with the College's mission. Consistent with the mission of the College, the highest priorities for faculty involve developing general capacities: critical thinking, writing, evaluating information, a basic appreciation for the liberal arts, and creative capacities. If these can be regarded as proxies for certain of the commitments stated in the college mission (e.g., to "develop a capacity to analyze, interpret, criticize, communicate, and engage... [and] foster intellectual vitality)," then it seems reasonable to conclude that the educational goals held by the faculty are consistent with that mission. In addition, the faculty's commitment to "teach student tolerance and respect for different beliefs" and to "enhance student's knowledge of and appreciation for other racial/ethnic groups" arguably implies their commitment to helping Whitman students "succeed...in a multicultural world." Survey respondents were asked to indicate what they perceived to be Whitman's institutional priorities (as opposed to the faculty's priorities as educators). The priority faculty members most often cite as their most important goal as educators appears to match their perception of the college's top priority: to promote the intellectual development of students. In addition, a high percentage of faculty believe that the college is strongly committed "to develop an appreciation for multiculturalism," which aligns well with several faculty educational goals (for example, "teach students tolerance and respect for different beliefs"). The institutional priority "to develop leadership ability among students" is seen as a high priority by 62.5% of faculty. Thus, the views of the College's instructional faculty align with the mission.

Credit Hour Policy: Whitman College offers courses with accompanying credit assignments that are consistent with the federal definition of credit hour. The College Catalog states, "Every candidate for a bachelor's degree must complete not fewer than 124 credits in appropriate courses and with acceptable grades." A subcommittee of the College's Curriculum Committee conducted an extensive study in Spring 2013 in which the subcommittee 1) looked at historical documents of the College; 2) surveyed current students regarding preparation and out-of-class work required for various courses; 3) surveyed current department and program chairs regarding their policies for assigning credits to courses; 4) examined a recent catalog of the College to determine current practices of credit assignment with regard to course weekly meeting times, construction of major programs and divisional procedures; and 5) undertook a cursory survey of 12 institutions comparable to Whitman to assess and consider their credit assignment practices and policies. The subcommittee produced a detailed report of its findings (see Exhibit 2.C.1) which has been posted on the Faculty CLEo site. Faculty feedback and commentary will be solicited in early Fall 2013.

For access to current and past *Catalogs of the College*, please see

<http://www.whitman.edu/academics/catalog>.

For a list of majors and minors, with links to each major and minor website, please see

<http://www.whitman.edu/academics/courses-of-study>.

For a description of the Course of Study, please see Chapter III of the *Faculty Code*

<http://www.whitman.edu/Documents/Offices/Provost/ch3.pdf>.

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.

Major-specific student learning goals are articulated to students on the College's website at <http://www.whitman.edu/offices-and-services/provost/assessment/department-learning-goals>. These include areas where the goals may overlap, such as critical thinking, research skills, or oral and written communication. All are consistent with the mission of the College.

The College's Distribution Requirement descriptions, found in the *Catalog of the College* and online, identify clear goals for student learning. The first year common course, Encounters, has learning goals articulated on the Encounters website (this is currently under revision after rigorous assessment and discussion during 2012-2013). Faculty members are expected to provide syllabi to students enrolled in their courses, and syllabi are included in formal review procedures for faculty applying for tenure, promotion, and/or contract renewal. The New Faculty Orientation includes instruction on how to effectively communicate course learning goals to students on syllabi and/or course assignments, and syllabi at Whitman College are expected to contain clear descriptions of student expectations and objectives for their learning experiences in each course. Please see Exhibit 2.C.2 for a representative sample of syllabi.

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.

Responsibility for evaluating student performance rests exclusively with the faculty. Grades are submitted for each course, a submission process administered by the College Registrar's Office. General information on course requirements, prerequisites, and credit level are published annually in the *Catalog of the College*. Specific information germane to an individual course appears on course syllabi. Individual academic departments and programs may provide additional information on their Web sites or through the distribution of program handbooks or other materials.

Grading procedures, norms, and policies are consistent with best practices in higher education, and credit for courses is granted only after student achievement is documented by instructors of record for courses. Student achievement in courses is determined by their successful completion of coursework that reflects course learning objectives, and reflects the course description found in the *Catalog of the College*. Under the section "Evaluation of Students" in the *Catalog of the College*, procedures for reports and grading are outlined.

To access the *Catalog of the College*, please see <http://www.whitman.edu/academics/catalog>.

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.

General information on course requirements, prerequisites, and credit level are published annually in the *Catalog of the College*. This is true for both graduation requirements, as well as major-specific requirements.

Close work between students and academic advisers, as well as the rigorous vetting process for the revision of major requirements for any program, ensure that students are able to gain breadth, depth, and synthesis of learning, and that courses of study are arranged logically and in such a way that students are able to complete all requirements. Departments and programs undergo external reviews by respected peer evaluators approximately every 10 years to ensure maintenance of program quality.

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.

Chapter 1 in the *Faculty Code* states: "The Faculty shall have power to arrange the courses of study, and to take proper measures for the government and discipline of the students, and to suspend and expel offenders as may be deemed necessary. The foregoing authority may be delegated to a properly constituted committee, the Faculty reserving the right of review" (Const., Art. V, Sec. 2.).

As stated in the *Catalog of the College*, "The faculty, with the president and the provost/dean of the faculty, is responsible for basic academic policy and for the formulation of the curriculum. The faculty also has a responsibility for student life and welfare."

The faculty at Whitman are vested by the Constitution of the College with the "power to arrange the course of study." All curricular matters rest in the hands of the faculty, and the structures in place that serve to define the curriculum involve consultation, careful research, and checks and balances to ensure that the College provides a high quality curriculum that fosters rich and rigorous student learning.

The vetting of courses that are to be included in the curriculum occurs at multiple levels, and is under the discretion of the Faculty. Departments or interdisciplinary programs submit course titles, descriptions, credit amounts, staffing implications, and rationales for courses' inclusion in the College curriculum to the Curriculum Committee for review, and then to all faculty members for a vote. All of the submissions and decisions from the Curriculum Committee, as well as minutes from all faculty meetings, are made available to all faculty, and are archived for future reference to this audience. Only courses that are consistent with the mission of the College and that adhere to College policies are approved. Once approved, new courses, revisions to existing courses, and deletions to courses are included in the following year's *Catalog of the College*. To view recent minutes from the Curriculum Committee and Faculty Meetings, please see Exhibit 2.C.5a.

Faculty exercise a major role in the selection of new faculty through carefully constructed search guidelines and committee membership.

The specific mechanisms and structures that exercise a major role in the design, approval, implementation, revision of the curriculum, and selection of new faculty are listed below, and detailed in the online references and/or Exhibits listed after each:

Search Committees: Please see Exhibit 2.C.5b for Tenure Track and Visiting Professor Search Guidelines.

Committee of Division Chairs: Each of the three academic divisions (Social Sciences, Humanities and Fine Arts, Natural Sciences and Mathematics) has a division chair who is a tenured member of the Faculty; is elected by the Faculty in that division; serves as executive officer of his or her respective division; oversees the establishment of semester course offerings and class schedules of his or her Division; manages problems pertaining to the physical equipment, buildings, classrooms, etc., which are pertinent to the operation of his or her Division; confers with the Provost and Dean of the Faculty and/or the President from time to time in order to assist them in any formal selection and evaluation of faculty personnel in his or her Division; serves as a voting member of the Curriculum Committee; serves as the chief budget officer of his or her Division; is responsible for submitting the annual requests for budget allocations for all members of his or her Division to the Provost and Dean of the Faculty; and serves as the liaison officer for his or her Division with the Provost and Dean of the Faculty in connection with the processes of advising students on academic matters.

The Committee of Division Chairs, which includes the three Division Chairs, the elected Chair of the Faculty, the Associate Dean for Faculty Development, the Associate Dean for Academic Affairs, and the Provost and Dean of the Faculty, shall be responsible for:

1. advising the President and the Provost and Dean of the Faculty on matters affecting administrative policy of an academic nature;
2. matters of budget affecting the work of the three divisions;
3. matters of staffing within the divisions;
4. long-range planning related to academic aspects of the College;
5. other matters referred to it by the President or the Provost and Dean of the Faculty.

The Faculty Chair and the three Division Chairs sit with the Provost and Dean of the Faculty to form the Committee of Division Chairs, with the Provost and Dean of the Faculty acting as Chair of the Committee. The Associate Dean for Faculty Development and Associate Dean for Academic Affairs shall act as ex-officio, non-voting members of the Committee. The Committee of Division Chairs is responsible for advising the President and the Provost and Dean of the Faculty on administrative policy of an academic nature, budgets and staffing matters affecting the Division, long-range academic planning, and any other matters referred to it by the President or the Provost and Dean of the Faculty. See Chapter 1, Article VIII, Sections 10 and 12 of the *Faculty Code*.

General Studies Committee: The General Studies Committee supervises and administers the General Studies Program. It functions as a Division for the purposes of the introduction of new courses, substantive changes in existing courses, and the alteration of rules and requirements for the General Studies Program. It advises the Curriculum Committee on these matters and also advises the Board of Review on waivers of General Studies requirements in the cases of continuing or transfer students. See Chapter VII of the *Faculty Handbook* and Chapter III Section V of the *Faculty Code*.

Curriculum Committee: The Curriculum Committee is a reviewing and consultative body for the Faculty as a whole in matters pertaining to the curriculum, both at the level of individual course and major proposals and at the level of considering the ways in which the various elements of the academic program fit together into the overall curriculum of the College. The Curriculum Committee reviews all proposals from departments or programs for changes in the curriculum, including adoption, deletion, and substantive alteration of courses (including "special topics" courses), major programs, and minor programs. In assessing proposals the Curriculum Committee considers:

- a. whether proposals are consistent with the mission of the College;
- b. whether proposals maintain the integrity and ensure adequate contributions to general education courses;
- c. whether departments and programs are maintaining the integrity of their major programs;
- d. whether departments and programs bringing proposals have taken care to coordinate with other departments and interdisciplinary programs and post-graduate advising rubrics that might be affected;
- e. resource implications;
- f. enrollment pressures;
- g. course availability balance between semesters;
- h. an equitable distribution of instructional times throughout the day.

The Curriculum Committee also consults liaisons within the Library, WCTS, the Office of Off-Campus Studies, the Registrar's Office, the Office of Institutional Research, and relevant interdisciplinary programs and others, as needed, for additional information. The Curriculum Committee also consults with the Divisions, as appropriate (e.g., regarding the creation or deletion of major programs).

Board of Review: The Board of Review acts as an administrative agency for the Faculty in the enforcement and revision of its legislation and procedures. See Chapter 1, Article VIII, Section 11 of the *Faculty Code*.

To access a full list of faculty committees, please see <http://www.whitman.edu/offices-and-services/provost/faculty-governance/committees>.

2.C.6

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The faculty, library staff, and Technology Services personnel work closely together to ensure that the library and information resources are integrated into the teaching and learning process. The Library Advisory Committee, composed of library staff, faculty, and students, advises the Library Director on issues of policy and ways to enhance the educational mission of the library; the Academic Information Technology Advisory Group, which includes technology staff, faculty, and students, works with Technology Services to recommend policies and procedures that serve to incorporate technology and information resources into the broader curriculum. The CLEo (Collaboration and Learning Environment online) Advisory Committee evaluates both feature/enhancement requests from regularly conducted faculty satisfaction surveys as well as upcoming developments in the Sakai community to determine which are the most pedagogically relevant to the institution. CLEo is the College's implementation of the community source Sakai Project.

Two courses, Library 100 – Information Literacy, and Library 300 – Primary Resources Seminar, are taught by library staff and foster knowledge, competence and confidence in navigating the library's vast availability of resources.

Please see narrative contained in Standard 2.E for further information about Penrose Library, and 2.G for further information about the College's overall technological resources as they integrate with the learning process.

2.C.7

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

The College does not award credit for prior experiential learning.

2.C.8

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

The College accepts credit that is academically oriented and within the tradition of the liberal arts from accredited two- and four-year collegiate institutions. A maximum of 70 credits may be transferred from another accredited institution; credit earned from a two-year institution is limited to the first 62 credits toward a bachelor's degree. An exception to this policy is the College's allowance of credit for selected Advanced Placement (AP) and International Baccalaureate (IB) classes and test scores, although no courses completed in the high school may apply toward the College's general distribution requirement. AP and IB courses and their Whitman equivalents are listed in the *Catalog of the College*. Whitman does not accept credit from "College in the High School" programs, nor from the College Learning Examination Program (CLEP).

To the greatest extent possible, the Registrar's Office ensures that all transferable work is consistent with a liberal arts curriculum. This office determines whether the proposed transfer credit is professionally or vocationally oriented, which would make it ineligible for transfer credit, by systematically examining the transfer students' official transcripts and by reviewing the sending institutions' course catalog descriptions available via the web. Similar procedures are applied when assessing the suitability of distance learning coursework (a maximum of 10 distance learning credits may be accepted as transfer work by Whitman.) Whenever sufficient uncertainty exists regarding the suitability of a particular transfer course, the Registrar forwards the relevant documentation to the appropriate academic department for an evaluation and recommendation.

Whitman College accepts transfer work on a course-by-course basis, and therefore participates in no articulation agreements. Transfer credit from Whitman students' international study experiences is reviewed by the Off-Campus Studies Office, which works closely with the Off-Campus Studies Committee, a faculty steering committee.

Undergraduate Programs

2.C.9

The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The Whitman College Mission Statement is useful to reiterate here, because it serves as the foundation upon which the course of study is based.

Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. It is an independent, nonsectarian, and residential college. Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity, character, and responsibility.

Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. A concentration on basic disciplines, in combination with a supportive residential life program that encourages personal and social development, is intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world.

The goal of the General Studies Program is to inform the whole of the student's undergraduate education with a structure and consistency that complement and broaden the program of major studies, and to serve as a foundation upon which the College's primary objective – academic excellence – is fostered. Whitman recognizes that flexibility is necessary in order to accommodate differences in background, interest, and aptitude. General Studies is Whitman's method of ensuring that student programs have overall coherence and that the wide range of the college's intellectual resources are utilized without enforcing lockstep requirements.

Specifically, the General Studies Program is intended to provide: 1) breadth and perspective to allow exposure to the diversity of knowledge, 2) integration to demonstrate the interrelatedness of knowledge, 3) a community of shared experience to encourage informal continuation of education beyond the classroom, and 4) a context for further study in the many areas appropriate for a well-educated person.

To achieve these goals, the faculty has devised the following curriculum:

- The First-Year Experience: Encounters: two four-credit courses to be completed by all students during their first year of study at Whitman College, with the exception of transfer students entering with junior standing.

- **Distribution Requirements:** All students must complete the Distribution Requirements, which include components in humanities, fine arts, quantitative analysis, science (with laboratory), cultural pluralism, and social sciences.

Many colleges and universities use the term General Education to refer to the overall curriculum. In these terms, the General Education component of the Whitman College curriculum consists of the aforementioned components labeled "General Studies" (an integrated course of study that includes a common first-year course and Distribution Requirements that span substantive areas and modes of thought), but also includes major coursework and a senior assessment in the major. A major study program is a coherent array of courses designed to develop mastery of the basic ideas and skills in a particular field or area. Every candidate for a bachelor's degree must complete such a program. The major study may be an established departmental program, an established combined program, or an individually planned program. Thus, for Whitman College, breadth is ensured via General Studies offerings, and depth is ensured via coursework and senior assessment in the major. And both make up what is normatively referred to as General Education.

Whitman College does not offer applied undergraduate degree and certificate programs.

2.C.10

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

Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. The College maintains a curriculum that begins with a common first-year course (Encounters) where students gain skills in critical thinking, writing, and discussion; includes Distribution Requirements that complement, broaden, and connect the work students do in their majors; and culminates in comprehensive senior assessments that focus on students' major areas of study. All requirements for the first year of study, Distribution Requirements, and academic majors and minors are clearly outlined in the *Catalog of the College* as well as on individual department and program web pages. The *Catalog of the College* also contains detailed descriptions for each course taught including content covered and course expectations. As of 2012-13, Whitman College has specified the learning goals contained within each required distribution area of the curriculum. The common first-year course, Encounters, as well as the third semester General Studies course "Critical Voices," have learning goals specified on the course's website, <http://www.whitman.edu/academics/courses-of-study/general-studies>. (Note: this program is currently being evaluated, thus the goals are under revision, as noted above).

Learning objectives at the course level are identifiable and assessable insofar as individual faculty members submit grades based on evaluating the skills that they deem appropriate for students to demonstrate in their courses. Syllabi and/or other course materials contain course objectives. The evaluation of students' work is the responsibility of the instructor or supervisor of the class. It is expected that the assessment methods will include a final evaluative exercise unless the instructor deems it impractical or unnecessary. These exercises may include written or oral examinations, take-home examinations, papers and/or oral reports. The instructors are expected to inform the students of the methods of evaluation at the start of each course. Faculty members are expected to provide syllabi to students enrolled in their courses, and syllabi are included in formal review procedures for faculty

applying for tenure, promotion, and/or contract renewal. The New Faculty Orientation includes instruction on how to effectively communicate course learning goals to students, and syllabi at Whitman College contain descriptions of student expectations and objectives for learning. Course descriptions in the *Catalog of the College* identify course content, type of work, and objectives.

Learning objectives at the major level are identifiable and assessable insofar as they are published online, they are used by departments and programs to guide their curricular decision-making and evaluation of students in courses, they are discussed in programs' applications for tenure-track positions and internal grants, and they serve as foundations for assessment of students in each major's Senior Assessment in the Major. Learning goals in the major are published online via department and program websites (<http://www.whitman.edu/offices-and-services/provost/assessment/department-learning-goals>). Components of each major's Senior Assessment are found at <http://www.whitman.edu/offices-and-services/provost/assessment/senior-assessment-elements>. Each major includes different criteria upon which student work is evaluated in the senior assessment in the major, but all of these assessments align with department and program learning goals, as well as with the overall goal of the College to foster the development of students' capacities to analyze, interpret, criticize, communicate, and engage. Major-specific student learning goals found online include areas where goals may overlap in broad areas, such as critical thinking, research skills, or oral and written communication. All are consistent with the mission of the College, and all center around the College's devotion to academic excellence.

Learning objectives at the institutional level are stated in terms of learning goals and definitions of skills that students will acquire by virtue of completing Distribution Requirements (in other words, in the largest portion of the "General Studies" part of the curriculum). If students successfully complete Encounters and all Distribution Requirements with passing grades, they will have accumulated the knowledge and skills contained in each.

The College's Distribution Requirement descriptions, found in the *Catalog of the College* and online, identify goals for student learning that reflect breadth and rigor. In 2012-13, the Faculty finalized their adoption of clear learning goals for the Distribution Requirements, so that courses that are vetted within the Curriculum Committee, the General Studies Committee, and by the Faculty as a whole have clear criteria upon which they are evaluated, and they are evaluated in written form via course proposal forms that are reviewed by the Curriculum Committee, and via written justifications for non-divisional Distribution Requirement credit (i.e., cultural pluralism and quantitative analysis) that are reviewed by the General Studies Committee.

With these goals, and the publication thereof, students and faculty members are able to see how individual courses fit into one or more Distribution Area, as well as how they fit into the overall Mission of the College. The descriptions of these learning areas are as follows:

The **cultural pluralism** requirement focuses primarily on underrepresented cultural perspectives. In addition, courses in this area foster a greater understanding of the diversity or interconnectedness of cultures. Such courses must offer in-depth coverage of, and must focus on, at least one of the following: cultural pluralism; power disparities among social groups; methodological or theoretical approaches used in the interpretation of cultural difference; marginality within categories such as gender, age, race, ethnicity, sexual orientation, religion, or class; and/or the perspectives of nondominant groups.

Courses in the **fine arts** develop our creative problem solving skills, our abilities to exercise artistic expression and our understanding of theoretical and analytical approaches to the process of making a work of art. Courses in this area engage students in artistic production and help students critically analyze their own or others' works of music, visual and verbal art, dance, film, media and theater.

Courses in the **humanities** focus our attention on the ways that human beings have understood and interpreted the world around them as well as the processes by which humans come to see life as meaningful. Study in the humanities equips students with the tools to analyze and interpret texts, artistic works, material objects, beliefs and values through close reading and consideration of components such as cultural and historical context, genre, and language.

Courses with a significant **quantitative analysis focus** develop the skills to critically analyze numerical or graphical data, to develop abstract quantitative frameworks, and to develop a facility and acumen with quantitative reasoning techniques and their applicability to disciplines across the liberal arts.

Courses in the **sciences** give us the background necessary to inquire how the natural world is structured and operates. Students will be exposed to methodologies and techniques that allow them to form hypotheses, then to examine, justify, or refute their hypotheses through scientific evidence and analysis of observations.

Studies in the **social sciences** analyze complex relationships and interconnections within and/or among individuals, social formations, texts and institutions across time and/or across local, national, and/or global contexts.

The learning objectives of the Whitman curriculum, via course, major, and Distribution Requirement learning goals, are consistent with the College's mission because students develop capacities to analyze, interpret, criticize, communicate, and engage through the study of humanities, arts, and social and natural sciences. Concentration in disciplinary expertise fosters the development of these skills, as well as fosters intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world. The Mission of the College, as well as the descriptions of learning objectives at multiple levels, are aligned. That the NWCCU Year One Report includes Academic Excellence as one of the Core Themes demonstrates the College's commitment to upholding high standards for teaching and learning excellence, standards that are reflected in the curricular objectives at the course, major, and institutional levels.

Please see Exhibit 2.C.10 for the Course Proposal form, which requires departments and programs to articulate how proposed courses contribute to departmental and institutional curricular goals.

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.

Whitman College does not offer applied degree and certificate programs.

Graduate Programs

2.C.12

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

Whitman College does not offer graduate programs.

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.

Whitman College does not offer graduate programs.

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.

Whitman College does not offer graduate programs.

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.

Whitman College does not offer graduate programs.

Continuing Education and Non-Credit Programs

2.C.16

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

Whitman College does not offer continuing education.

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.

Whitman College does not offer continuing education.

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.

Whitman College does not offer continuing education.

2.C.19

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

Whitman College does not offer non-credit instruction.

2.D – Student Support Resources

2.D.1

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

The organization and staffing of Student Affairs provides Whitman students with a secure and supportive community consistent with the residential, liberal arts mission of the College. One of the primary roles of the Dean of Students is as an advocate for and mentor to students and student groups. The Dean also oversees the various departments of Student Affairs. The primary components of the philosophy of Student Affairs include providing excellent services for students, encouraging community development, involving students in life beyond the classroom, and providing leadership opportunities, all in an environment characterized by support and challenge. Each department in support of the academic mission strives to connect students to the College community and provide them with skills that can be used successfully in and out of the classroom.

The offices that are included in Student Affairs, which are linked at <http://www.whitman.edu/offices-and-services/dean-of-students>, are:

- Academic Resource Center
- Bookstore
- Conferences and Events
- Counseling Center
- Diversity
- Glover Alston Center
- Greek Life
- Health Center
- Intercultural Center
- Office of Religious and Spiritual Life
- Outdoor Program
- Reid Campus Center
- Residence Life
- Security
- Sexual Misconduct Response Network
- Sexual Misconduct Policy
- Student Activities
- Student Activities Form
- Summer Dance
- Student Engagement Center
- Special Activities Participation Funds
- Title IX

The Dean of Students administers Student Affairs, including the services listed above. Other areas of the institution offering services to students, but not under the aegis of Student Affairs, include Admission and Financial Aid, which is the responsibility of the Dean of Admission and Financial Aid; Grants and Fellowships, the Sheehan Gallery and Maxey Museum, Off-Campus Studies, Penrose Library, Athletics, the Writing Center, and the Registrar's Office, which are the responsibility of the Provost and

Dean of the Faculty. These services are discussed throughout this section of Standard 2.

In its mission, and in its strategic planning, the College's focus on the students' total educational experience at Whitman — the curricular and the co-curricular — ensures that Student Affairs receives ample support to provide students with "an ideal setting for rigorous learning and scholarship and encourage creativity, character, and responsibility."

Student Affairs has developed new programs to help improve their work on alcohol and drug use by students; created new programs to help address the issue of sexual misconduct among students; and has begun a program to help low-income students meet unexpected financial demands such as medical and personal emergencies and help them afford some extracurricular activities, such as trips offered by the College's Outdoor Program.

Student Engagement Center

In 2010, after an intensive investigation and planning process which had started the previous year, the Dean of Students brought together the Career Center, the Center for Community Service, and the internship program, to create the Whitman College Student Engagement Center (SEC). In addition, the Center was given responsibility for overseeing a variety of programs helping students explore graduate and professional school opportunities.

In 2011, the College created a new administrative position - the Assistant Dean for Student Engagement - to oversee these various initiatives and to further the integration of the various offerings in order to maximize the new structural integration as well as to develop collaborations with key constituents including faculty, community partners, parents of Whitman students, alumni and potential employers. In the Summer of 2011 this role was half-time, and then it moved to full-time in Summer of 2012.

Additional staffing changes have been made to change the way that Whitman integrates the co-curricular, the curricular, and professional development. Oversight for community service offerings was divided into two positions, one focused on the College's many popular service programs that are based in the Walla Walla school district and the other overseeing programs at local non-profit organizations. The SEC also developed a role for a recent Whitman graduate to focus on Technology and Marketing to share the programming, resources and information the SEC provides to various audiences using cutting edge social media and web-based channels. A new position devoted to business engagement will serve to enhance student learning in entrepreneurship, among other things.

As a result of these developments, the SEC has significantly increased the number of ways that students connect their liberal arts learning with off-campus opportunities and experiences, whether they are internships, civic engagement, volunteerism or other similar pursuits. The SEC has been able to continue to work closely with other Student Affairs offices and also to increase interaction with faculty, alumni, and community partners to explore new service learning initiatives.

Moreover, the SEC's programs have been intentionally developed to offer career development resources and perspectives so that students can understand how the skills they gain in these experiences are relevant and applicable to their long term professional and graduate school goals. Every component of the SEC's work, from career counseling appointments to event management to volunteer oversight involves reflection and feedback in order for students as well as staff to effectively learn from our work.

Some of the SEC's recent highlights, which demonstrate the ways the office is integrating what used to be stand-alone initiatives, include:

- Intensive and expanding networking with alumni, as well as development of new initiatives such as weekly "Real Talk with Alumni" career development series during Fall 2012.
- New series of workshops helping students understand and practice unpacking their experiences into terms that fit their future goals for a variety of popular student programs (Office Campus Studies, Student Academic Advisors, athletics, academic majors, etc.)
- Dramatic expansion of college-funded summer internship program
- Significant expansion of college-funded academic semester internship program
- Creation of new year-long Community Fellow Program
- Expanded opportunities for student advising (drop-ins, training student workers, longer hours, etc.)
- New Whitman Teaches The Movement effort in partnership with local school district and Southern Poverty Law Center
- Working closely with new Associate Dean of Faculty to explore ways that the Center can partner with faculty members to develop new community-based learning initiatives that help integrate the curricular and co-curricular resources at the College (including grant opportunities).
- Significant upgrades of use of appropriate technologies for all aspects of the Center's work, such as iEngage career management system, social media and web tools.

In sum, since 2010, programmatic and staffing changes in the SEC have enhanced the College's offerings in terms of internships, entrepreneurship, community service, community-based learning, career counseling, and networking for post-graduate opportunities. This office, as with other offices within Student Affairs, succeeds in bridging the co-curricular experiences of, and opportunities for, students with the larger academic mission of the College.

Information about the SEC can be found at <http://www.whitman.edu/student-life/student-engagement-center>.

Academic Resource Center

The Academic Resource Center, another office under the aegis of the Dean of Students, is home to one-on-one tutoring, study skills workshops, disability support services, pre-major advising, and the Student Academic Advising program. Resources available in the Academic Resource Center are provided free of cost to students. Additionally, the Academic Resource Center's professional staff meet with students to provide individualized support for a student's particular learning needs. Students with academic challenges or potential academic challenges are identified in a number of ways and professional staff reach out to those students, when appropriate, to ensure the students are aware of and able to access support resources. Each semester, the Director of Academic Resources contacts students who have been placed on Academic Warning or Academic Probation by the Academic Standards committee to help the students identify areas of academic challenge and utilize available resources in an effort to get themselves back in good standing with the College. Student Academic Advisers live in the first-year residence hall sections and provide academic support and advice to first-year students during their first semester at Whitman. Student Academic Advisers hold drop-in office hours, host academic programs, and organize study groups.

In addition to those mentioned above, programs within the ARC include:

- Study skills workshop series
- Academic Majors Fair
- Sophomore group advising
- Collaboration with Registrar for Registrar Working Group
- Collaboration with Counseling Center for Healthy Gaming Support Group
- Project Eye to Eye

Please see section 2.D.10 for more discussion of the ARC.

Welty Health and Wellness Center

The Welty Health and Wellness Center was formed in 2006 with the implementation of a collaborative approach to achieving and maintaining physical and psychological health. Students have easier access to all counseling and health services and staff work collaboratively in the case management of individual students. Several changes and innovations have taken place since 2007.

- In Fall 2012 a new Associate Dean of Health and Wellness/Director of the Counseling Center was hired after the previous long standing Director retired. Out of this change new programs were developed to ease access for student intakes and facilitate smoother flow of clients.
- An external review was performed on the Counseling Center to identify areas that could be improved.
- An external review was performed on the Health Center to identify areas that could be improved.
- A drop-in schedule was introduced in the Counseling Center to address urgent, unscheduled student issues and intakes.
- In the Health Center a Travel Clinic was created to serve the students preparing for Off Campus Studies.
- An emphasis on the existing BASICS program has been initiated through both centers with added professional education on motivational interviewing and change theory to assist a student struggling with substance abuse issues.
- An MSW and MA counseling internship program is being developed with Walla Walla University.
- An ABD PsyD. volunteer has been added for 10 hours a week, with specialty areas in BASIC interviewing and the GLBT population.
- A new position of Assistant Director for the Counseling Center is being created to help with the creation and maintenance of the internship program and Titanium record keeping.
- The combined Welty Center transitioned from paper medical records to electronic medical records in the Fall of 2012, as recommended by both external reviews. Our new "Titanium" records allow for improved documentation and record keeping.
- The Counseling Center began to encourage continuing education and professional development for staff by designating funds specifically targeted for use for education, knowledge and skill acquisition.
- Collaboration in outreach education and student presentations has increased over the past six years. Joint presentations in Resident Assistant training and Residence Life programs are great examples.
- New positions were added to better serve the emotional and physical needs of the campus by a part-time Psychiatric Nurse Practitioner, while Health Services changed a custodial position to a

Nursing Assistant position. Health Center physicians augment the MHNP with medication management and crisis intervention.

Intercultural Center

Fostering diversity, inclusion, and respect for all in the Whitman community are the foremost goals of the Intercultural Center. The Center works to strengthen Whitman's intercultural community and ensure a positive Whitman experience for those from historically under-represented backgrounds. The Center also seeks to enrich the experience of the entire student body and community by providing opportunities to engage and educate the campus as a whole on issues related to diversity. Working together with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity between students, staff, and faculty.

The Intercultural Center team provides academic, cultural, and social support for multicultural and international students. The international and multicultural student orientation, mentoring, individual counseling and advising sessions are a few of the opportunities available to assist students with their transition to Whitman College and Walla Walla. The Intercultural Center oversees the care and scheduling of the Glover Alston Center (GAC), where most of these programs and other student meetings and events take place.

The Glover Alston Center is a resource to facilitate Whitman's commitment to sustaining a diverse community. By providing a safe space for meaningful conversation and interaction, the Glover Alston Center fosters collaboration with academic departments, input from divergent perspectives, intercultural and international awareness, and respect for all in the Whitman community. The Glover Alston Center achieves this by serving as:

- A unique place for programs to develop education, understanding, and community involvement.
- A safe place where conversations about diversity, difference, multiculturalism and social justice occur.
- A social and academic space where collaboration between Whitman community members occurs.
- A meeting place and home for campus organizations and clubs.
- An open space for meditation, reflection, and spiritual and religious practices.

With this facility, the Whitman community hopes to foster meaningful exchanges between individuals and groups for the greater understanding and mutual respect of one another by encouraging engagement, leadership development, and learning. All members of the Whitman community are invited and encouraged to use this nonresidential space. The GAC is staffed by the Glover Alston Center Supervisor and a team of interns representing the Intercultural Center, GLBTQ, and the Office of Religious and Spiritual Life. Whitman community members may reserve the GAC by contacting the Intercultural Center.

Throughout the year, the Center helps bring diverse perspectives and experiences to campus by sponsoring workshops, speakers, programs, and cultural events that are free and open to the whole community. The student-led diversity organizations are among the most active clubs on campus. They provide leadership opportunities for students and promote diversity and multiculturalism by sponsoring speakers, discussion panels, musical events, dances, festivals, and dinners.

Some regular programs sponsored by the Intercultural Center include:

- MLK Week
- Intercultural Center Storyteller Series
- Imagine Celebration
- Intercultural Competency Training

In addition to the MECCA (Multi-Ethnic Center for Cultural Awareness) interest house, there are 14 active diversity groups on campus and most are sponsored by student government, the Associated Students of Whitman College (ASWC). They include:

- American Indian Association (AIA)
- Black Student Union (BSU)
- Club Latino
- Coalition for Gender and Sexuality
- Feminists Advocating Change and Empowerment (FACE)
- Beyond Borders Club (BBC)
- China at Whitman
- Wakilisha Afrika
- South Asian Student Association (SASA)
- Vietnamese Culture Club (VCC)
- Muslim Student Association (MSA)
- Hillel-Shalom
- Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) (Not ASWC sponsored)
- First Generation/Working Class (FGWC) (Not ASWC sponsored)

The Intercultural Center works closely with these groups in order to facilitate student dialogue and promote diversity and multiculturalism on campus. The Director for Intercultural Programs and Services conducts bi-weekly meetings with student leaders from each group. These meetings address student/group learning, needs, and events by fostering enhanced communication, programming collaboration, and leadership development.

The programs and services offered through the Intercultural Center are an important component of the co-curricular program at Whitman College. The Center has taken steps to better communicate and advertise programs and services by adapting to social change and technological trends. The Intercultural Center administers the diversity homepage. This online resource is the official webpage for information pertaining to the College's commitment to diversity. Launched in July 2012, the diversity homepage was designed for expanded use. The information garnered on this homepage is vital, vibrant, and relevant to students, staff, faculty, and alumni, as well as prospective students and their families. With these users in mind, the homepage was designed for ease of access, resourcefulness, and need. It is also equipped with special features including news and media as well as personal profiles. The diversity homepage is intended to go beyond mere student diversity and encompass a much larger, institution-wide perspective. More video, staff, and faculty content is planned for 2013.

The Intercultural Center Facebook page is another resource for anyone seeking information and interaction from the Center, its programs and services, or other like-minded individuals. It is more interactive than the diversity homepage and allows Facebook users to "like" certain updates, leave comments, and upload photos and videos. The Intercultural Center Facebook page has proven itself

extremely helpful in advertising programs and services directly to students. As a result, diversity-related issues and events are kept at the forefront of campus thought, action, and chatter and the purpose and goals of the Intercultural Center are greatly enhanced on this online, interactive, passionate forum.

Through advising, counseling, and informal mentoring, the transition and experience of historically underrepresented students on campus is greatly enhanced. The Intercultural Center programs aid in the creation of a more receptive campus climate, not only for international and ethnically and racially diverse students, but for all students, staff, and faculty. These programs complement and enhance the academic program and mission of the College.

For supporting documents and learning outcomes for these programs within the Intercultural Center, please see Exhibit 2.D.1 and <http://www.whitman.edu/content/intercultural-center/home>.

For information about diversity initiatives, please see <https://www.whitman.edu/diversity>.

Fellowships and Grants

The Office of Fellowships and Grants assists Whitman students and alumni in their application and candidacy for national fellowships, scholarships and grants. Each year Whitman students receive generous awards for graduate study, self-directed research, teaching and public service in the United States and abroad. While these outcomes are gratifying to students and important in the overarching mission of the college, a more important measure of meaning in our work is the self-examination that each applicant undertakes in the pursuit of opportunities, and the awareness that results from that exploration.

Ultimately, the goal of the Fellowships and Grants Office is to help students think deeply and critically about issues, ideas and values; about their lives and the lives of others. Equipped with self-reflection, they will know better who they are and what they might contribute to the community. Having put their critical thinking to the test, they will have a better vantage of the larger world around them and their humble yet essential place in it.

In addition to fellowships and grants, this office also coordinates the Whitman Undergraduate Conference, an annual event that celebrates the scholarship and creativity of Whitman students over a day dedicated entirely to their presentations, posters and performances. The conference welcomes students from every academic discipline of the college to share their research and creative projects with the campus community. The conference is noteworthy for its variety of presentations and demonstrations of original achievement by our students through their course work, study abroad, senior theses, summer research, fellowships, internships and independent projects.

For further information about the Office of Fellowships and Grants, please see <http://www.whitman.edu/academics/fellowships-and-grants>.

For information about the Whitman Undergraduate Conference, please see <http://www.whitman.edu/academics/whitman-signature-programs/whitman-undergraduate-conference>.

Off-Campus Studies

Off-Campus Studies at Whitman College aims to develop in students intercultural skills and global understanding for a lifetime of leadership. The Office endeavors to achieve this goal by:

- Providing off-campus study opportunities worldwide that offer high-quality academic content, instruction and evaluation.
- Expanding learning opportunities for students and integrating the learning off-campus into their academic program to the fullest extent possible.
- Promoting programs that increase a student's foreign language and intercultural fluency.
- Offering programs that foster an ability to question assumptions and think critically in the context of other worldviews.
- Ensuring that programs are well integrated into the host community and encourage immersion of the student into the host culture.
- Developing the means by which returning students can actively contribute to international awareness and programming on campus, as well as in the Walla Walla community.

Nearly half (45%) of the junior class typically studies abroad for one semester or the academic year. Whitman is partnered with various study abroad organizations to offer 80+ semester/year-long Partner Programs in 40 countries. Whitman off-campus studies Partner Programs can accommodate various learning styles, depending on how exactly students wish to immerse themselves in another culture/community. Program types include direct enrollment at foreign universities, study with other U.S. students at study abroad centers overseas, and community-based/field-based study programs that offer a hands-on learning approach. Whitman offers 4 semester-long U.S. Partner Programs in fields as diverse as: US politics (American University's Washington Semester), urban studies and professional internships (The Philadelphia Center), acting conservatory (The O'Neill Center's National Theatre Institute) and oceanography/maritime studies (Sea Semester). Students can apply their Whitman need-based aid and merit scholarships toward the fees of all Partner Programs. Whitman offers faculty-led short-term programs for students in destinations such as China, Ecuador and Sweden. The Whitman in China teaching program, established in 1982, is a program exclusively for Whitman graduates that has sent nearly 200 alumni to teach English at the university-level in China.

For information about Off-Campus Studies, please see <http://www.whitman.edu/content/ocs>.

The Outdoor Program

The Outdoor Program fosters personal growth, facilitates learning and creates recreational opportunities through leadership development, skills training and safe, environmentally sound trips in a supportive community. The Outdoor Program runs trips most weekends throughout the school year. These are open to all Whitman students. Trips include kayaking, hiking, climbing, rafting, skiing, snowshoeing, ice climbing, and more. The trips are designed for beginner through advanced skill levels. The Rental shop is the hub of the Outdoor Program. Students and community members can rent or purchase equipment from the shop for personal use. The Rental Shop manages all of the equipment used on OP trips and classes. Scrambles are first year orientation trips that run each year right before freshman orientation. Scrambles are a week long and include hiking, climbing, sea kayaking, whitewater kayaking and rafting.

The Climbing Center is Whitman's state of the art climbing wall. The wall is open to Whitman students, faculty, staff as well as their family members and guests. Classes and clinics take place at the climbing wall every week. The Outdoor Program also facilitates many of the Sports Studies and Recreation Activities (SSRA) classes on campus. We offer a variety of classes each semester, many of which include

weekend trips to give students hands-on outdoor experience with their new skills. The Bob Carson Outdoor Fund was established in 2012 to help with some of the fees associated with the Outdoor Program's activities.

For information about the Outdoor program, please see <http://www.whitman.edu/academics/whitman-signature-programs/outdoor-program>.

Baker Ferguson Fitness Center and Louis and Paul Harvey Pool

The Baker Ferguson Fitness Center and Louise and Paul Harvey Pool, which are open to Whitman students, athletes, faculty, staff and alumni, is a 38,000-square-foot, state-of-the-art facility that opened in the Fall of 2006 at a cost of \$10 million. The facility features two key components. One is a 10,000-square-foot fitness center with an array of the latest in weight-training and cardiovascular equipment. The other is a 30-meter swimming pool with eight competitive lanes and three practice lanes. The Harvey Pool, which is home to the Whitman varsity swim teams, played host to the 2007 Northwest Conference swimming championships and includes an elevated area for spectators. The pool is also used for club water polo and kayaking practice, and to meet the recreational swimming needs of the Whitman community.

For information on the Fitness Center or Pool, please see <https://www.whitman.edu/content/legacy-athletics/facilities/bffc>.

Museums and Galleries

Whitman College hosts the Maxey Museum, dedicated to providing an opportunity for Whitman students to make history come alive. The Maxey Museum oversees a diverse set of exhibits spread out over the Whitman College campus. Located in Maxey Hall of Social Sciences and Penrose Library, these exhibits are drawn from the Museum's 3,500-artifact collection and are designed and created by students under the direction of Exhibitions and Collections Manager Brynne Haug. Admission is free and tours are available upon request.

For information on the Maxey Museum, please see <http://www.whitman.edu/content/museum>.

The Donald Sheehan Gallery works to support the curriculum and to provide exhibitions that will enrich the artistic and cultural experiences of Whitman College and the community. In conjunction with its series of exhibits, the Sheehan Gallery presents contextual lectures and films. The Gallery is also the repository for the Davis Collection of Asian Art and provides special exhibits and study space for the College community and visiting artists and scholars.

For information on the Sheehan Gallery and the College's Collections, please see <http://www.whitman.edu/sheehan/>.

The Stevens Gallery, located on the first floor of Reid Campus Center, features art by Whitman Community members. The unique aspect of this program is that it is not limited to art students or art professors.

For information on Reid Center programming, please see <http://www.whitman.edu/content/reid/programs>.

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.

Whitman College Security incorporates six full-time officers including a Director and Associate Director. The officers work overlapping shifts and provide campus security 24 hours a day, 7 days a week, 365 days a year.

The Security department is responsible for the personal safety of students, faculty, staff, and visitors to the campus as well as the safety of their property. Security falls under the supervision of the Associate Dean of Campus Life. The department works closely with Residence Life and the Welty Health Center to ensure that students who have physical, mental, or emotional needs are aware of resources available to them on campus. Security also works closely with local emergency services departments both to stay current with criminal activity that may impact the campus community and to maintain current fire code compliance.

The department also:

1. Performs foot patrol of the campus grounds and buildings.
2. Employs approximately 20 students during the academic year to act as security escorts between the hours of 7:00 PM and 1:00 am to escort students upon request between campus buildings or to student residences within a two to three block radius of campus. These student escorts also patrol the campus and provide extra sets of eyes for the on duty officers.
3. Contacts "suspicious" people on campus to ascertain they know they have been observed and to assist them in any legitimate activity.
4. Is responsible for working with the city on street closures for Whitman events.
5. Maintains crime data for the federally mandated Clery Act and reports those statistics annually.
6. Maintains a daily crime log online to increase awareness of campus security concerns.
7. Opens doors, classrooms, and offices on request, upon confirming the legitimacy of the request.
8. Manages and removes abandoned bicycles.
9. Offers on-call backup for conduct concerns and maintenance triage in the residence halls. Officers work with staff and student staff to enforce College policy and assess after-hours maintenance concerns to determine the immediacy of the issue and take appropriate steps to address concerns in a safe and efficient manner.

The Annual Campus Security Report can be accessed at <http://www.whitman.edu/offices-and-services/security/annual-security-report>, along with Clery Crime Statistics and other safety and security information.

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.

Successful outcomes for Whitman graduates begin by recruiting students who will thrive at the College. The staff in the Admission office work tirelessly all year to recruit high caliber students who will succeed in the rigorous academic atmosphere of Whitman, and who will offer the College and other students something unique in their own talents and skills. In 2012-13, the number of applications for first-year students was 2,984, with 1,438 admitted and 407 enrolled. For credentials of the incoming first year class at Whitman, please see <http://www.whitman.edu/admission/learn-more/who-are-whitties>. For detailed data about applicants and admit rate/yield, please see the Whitman College Factbook at <http://www.whitman.edu/Documents/Offices/Institutional%20Research/2012-13%20Factbook.pdf>, or <http://www.whitman.edu/offices-and-services/institutional-research/factbook> for more general information.

Whitman College conducts two orientation periods for new students each year, one at the start of the fall semester and an abbreviated orientation at the beginning of the spring semester for the handful of students admitted mid-year. The goals of the orientation programs are the same:

- Provide new students with opportunities to form a relationship with critical people, such as their academic adviser, their resident hall Resident Assistant, academic resource personnel, etc.
- Establish Whitman as an academic institution with a focus on student learning
- Create opportunities for new students to meet and interact with other students
- Complete the tasks necessary for new students to fully matriculate

Fall orientation is a multi-day program that occurs in August/September and involves approximately all new undergraduate students and usually around two dozen transfer students. Events included in the opening week schedule, such as lectures, group discussions, and socials, all directly relate to the orientation goals. Spring orientation is a multi-day program that occurs in January and involves approximately 10-30 new students, of whom about half are transfer students. The goals of each orientation are the same regardless of whether the student is a first-year student or a transfer to Whitman. For that reason, the College does not offer a separate orientation program for transfer students.

In addition to the fall and spring orientation programs for new students, the College also hosts orientation programs for parents and family members in the fall and spring. The goals of the parents orientation program are similar to those for new students and include:

- Providing parents with the opportunity to meet faculty and administrators
- Inviting parents to participate in a sampling of appropriate academic endeavors
- Creating opportunities for parents to meet and interact with other parents

The College hosts a special fall orientation program for international students. The goal of this orientation is to ease any adjustment between home and college for international students. It is required for incoming international students; U.S. students who have lived abroad are also encouraged to attend. Ten to 15 returning international students each year help organize and host the orientation, which is led by the International Student and Scholar Adviser in the College's Intercultural Center. The Intercultural Office also sponsors a fall orientation program for multicultural students, which is held shortly after students arrive on campus. Similar to the international student orientation program, the goal of the multicultural orientation program is to provide multicultural students with information and resources to ensure that their transition to Whitman is smooth and successful. This orientation involves a number of junior and senior students.

The Residence Life and Housing Office also plays an integral role in the College's new student orientation program. New students are generally required to live on-campus for the first four semesters of their time at Whitman; thus most new students are first greeted by the staff of their residence hall. The residence life staff are responsible for various programs throughout Opening Week, including residence hall orientation meetings, parent orientation meetings and social and educational activities designed to acclimate students to both Whitman and the surrounding Walla Walla area. They also support the various programs presented by other Student Affairs offices during the opening week orientation activities.

In preparation for the 2011-12 academic year, the process by which the College advises and registers new students was revised. Students no longer register over the summer without proper advising. Throughout the summer, first-year students receive weekly emails designed to prepare them for their transition from high school to Whitman. Approximately half of the emails are dedicated to advising students and preparing them to enter Whitman's rigorous academic environment. Topics covered in these emails include academic etiquette, academic dishonesty, advising, registration, and academic skill set development.

In preparation for fall registration, the College provides a number of online placement tests to help first-year students determine the appropriate level of study in selected subjects. The Mathematics Department offers an optional placement test to guide students into the appropriate level of calculus; the Chemistry Department offers an optional placement test for students considering advanced chemistry; the Departments of Foreign Languages and Literature, and Spanish, require a placement test in German, Spanish, or French for students with some language exposure in those languages. The FLL and Classics Departments also publishes guidelines for student placement in Chinese, Japanese, Latin, or Greek.

One day of Opening Week is set aside specifically for first-year student advising. Prior to meeting with their pre-major advisers (assigned based on academic fields of interest), students can attend special advising sessions hosted by individual departments or programs at which faculty from the respective departments or programs provide advice for students in regards to appropriate courses, necessary skill sets, and types of coursework. First-year students also participate in a group advising session led by the Director of Academic Resources at which students review the expectations for advising, general study requirements, and policy on Academic Dishonesty.

Student placement into courses is accomplished through regular course registration. Students are advised by consulting their major or pre-major advisers, staff, and faculty, as well as materials published in the *Catalog of the College* and materials found on the College's Web site. Many students also meet with their residence hall Student Academic Advisers (SAs) to help them in their course selections. Students cannot register until their program is approved by their faculty or staff adviser.

All first-year students are automatically registered into a section of Encounters, the College's required, first-year program.

During Fall 2012, staff from the Academic Resource and the Student Engagement Centers jointly hosted a session for sophomore students in an effort to reconnect and assist sophomore students with appropriate next steps in their academic careers. Topics included declaration of major, identifying appropriate internship opportunities, and preliminary preparations for standardized testing that some

students may need to consider such as the LSAT, GMAT, MCAT, and GRE. In the spring, these offices co-host the Academic Majors fair, a fair at which students who have yet to declare their majors can meet juniors and seniors from each major. Department chairs nominate junior and senior majors to participate in the fair. The objective of this fair is to allow for informal conversations about how or why one chose a particular major in an effort to provide additional resources for students who are still undecided. Additionally, department chairs prepare an information sheet for their major that addresses questions such as: What do potential majors do beyond Whitman? What necessary skills must be developed to be successful in this particular major? What opportunities are available in town to connect in-class learning with out-of-class experiences?

In addition to direct advising of students, the Academic Resource Center staff also hold information sessions for faculty advisers, so that they can be informed of characteristics of incoming classes, and changes in curricular and co-curricular offerings.

Thus, advising of students begins before they set foot on campus, and continues throughout their time at Whitman, with targeted times for advising when sophomores are preparing to declare a major. Because all academic advisers receive admission materials from each of their advisees, the College does a good job of connecting the work done by the Admission office in recruiting high caliber students with the work done by the Academic Resource Center and by faculty advisers to retain these students and ensure their success.

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.

Whitman College considers the *Catalog of the College* a contract between the College and its students. If academic programs are modified or eliminated, the College will accommodate students affected by the change, allowing them to finish the original program.

The College holds to its obligation to accommodate students when programs are discontinued or modified. Two examples: In 2010, the College changed the Alternative Voices component of its general studies requirements. Consequently, for the next several years, the *Catalog of the College* will list two sets of distribution requirements: one for students who enrolled prior to Fall 2011 and one for students who enrolled Fall 2011 or subsequently. These parallel general studies requirements will remain in effect until all impacted students complete their general studies requirements. Also, in 2011, the Education Department was eliminated, thus removing the possibility that future students would be able to complete an education minor. However, curricular and policy adjustments were introduced so that currently enrolled students who complete all the earlier requirements for the Education minor will be able to earn that credential.

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.

The College publishes and distributes via the web a *Catalog of the College* (Registrar's Office) and a *Student Handbook* (Academic Resource Center and Dean of Students Office) to all current and prospective students. These two publications are revised and updated annually for accuracy and currency and include important information on academic programs and graduation requirements, grading policies, student life, tuition and fees, refund policies, admission and financial aid, campus culture, student organizations, Student Affairs' offices and resources, residential life, the College Mission, and the rights and responsibilities of students, including academic honesty and sexual misconduct policies. The Catalog also includes the academic calendar, as well as the names, titles, degrees held, and conferring institutions for full-time faculty members and administrators. Moreover, the Registrar's Office produces an online Senior Handbook. The Handbook provides seniors and others with important information about credits, major and minor requirements, Honors in Major Study, application for degree candidacy, final grades, transcripts, and commencement activities.

The Academic Resource Center and Dean of Students Office also produce a Parent Handbook, which is updated annually. This web publication includes information on academics and student affairs in addition to listing resources of interest to parents such as traveling to Whitman and accommodations in Walla Walla.

For access to the Parent Handbook, please see http://www.whitman.edu/content/academic_resources/handbooks/parent_handbook.

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.

Information on the availability of various professional programs such as medicine, foreign service, and law are described in the *Catalog of the College* (for a complete description see the "Careers and Professions" section of *Catalog*). Faculty advisers are assigned to administer each of these programs, and provide students with specific details on eligibility requirements, as well as the admission and advancement criteria associated with each of these programs.

2.D.7

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form.

The institution publishes and follows established policies for confidentiality and release of student records.

Both Admission and Registrar records are maintained via the Ellucian Colleague Administrative Information System and as such are sufficiently secure from intruders and unanticipated disasters. Duplicate information is maintained in permanent storage apart from the primary servers and can be accessed in the event of a total system disaster.

Similarly, student transcripts are maintained via the Colleague system, and the Registrar's Office ensures the security and privacy of this information to the greatest possible extent. Transcripts that were produced prior to the introduction of administrative computing at Whitman (1978) have been digitally imaged, and a duplicate copy of those documents is maintained on the College's primary servers. No alterations, such as grade changes, can be made to a transcript without specific directions from the Whitman College faculty. All official transcripts are printed on tamper-resistant paper stock, and include the College's official seal and the Registrar's signature. Secure electronic transcripts are available in cooperation with SCRIP-SAFE, and offer an additional student and alumni option. Additionally, in compliance with FERPA regulations, individual student privacy is maintained, and no student or alumni information is released without their written consent. The College's policy on access to student records is printed in the Catalog of the College.

No personally identifiable student or alumni information, other than directory information, is released to outside agencies without the explicit permission of the individual involved. This policy is explained in the *Catalog of the College*.

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.

Whitman College provides a comprehensive and diversified program of financial aid that includes scholarships, grants, loans, and student employment opportunities that assist students in financing a Whitman education. The goal of financial aid is to make a Whitman education possible for talented and deserving students who may not otherwise be able to afford the costs. Information is readily and publicly available to prospective and current students and their families at <http://www.whitman.edu/offices-and-services/financial-aid>. This site includes costs, information about loans and scholarships, work study, price calculators, and deadlines, among other items.

Whitman College provides some form of scholarships or grants to 80% of the students attending in any given year. Nearly \$22,300,000 was disbursed to 78% of the student body in the form of institutional scholarships during the 2012-13 academic year with approximately \$5,499,022 scholarships coming from endowed sources. Of the students attending in 2012-13, 48.6% received need-based scholarship. The average need-based aid package for 2012-13 was \$31,000 which includes scholarship, grant, loan and employment. The average need-based scholarship students received from the College in 2012-13 is \$23,952.

Information about the financial aid programs available at Whitman is published in the Catalog of the College and on the Office of Admission and Financial Aid Web page. This publication and the Web page detail the different types of financial aid administered by the College and include the necessary downloadable forms to apply for financial aid. As students are admitted to the College, those who apply through the CSS Profile are sent financial aid information about scholarships, loans, and work-study opportunities. All financial aid packages include information regarding the amount of the award, information about financing a college education, explanations of satisfactory academic progress and financial aid probation, and details on how and when to re-apply for financial aid in subsequent years.

Both merit- and need-based scholarships are offered by the College. Some students receive only merit-based scholarships while others receive only need-based scholarships, and many receive a combination of the two.

The College awards scholarships to students who have demonstrated that they are deserving of a merit-based scholarship. These funds are awarded to help the College accomplish its goals of attracting and retaining bright young students that the institution believes will profit from a well-rounded liberal arts education and will contribute to the intellectual vitality and strong co-curricular life of the College. About 38% of all Whitman students receive merit-based scholarships. In 2012-13 the total amount of merit-based scholarship awarded to Whitman students was \$5,448,677.

Whitman College awarded more than \$16,700,000 in need-based scholarship to students in 2012-13. Students with demonstrated need are offered both merit-based (if they qualify) and need-based financial aid to help meet the cost of their education. 63.3% of the 2012-13 incoming class with demonstrated need had that need fully met with a combination of scholarship and grant aid, loans, and student employment.

Whitman has a long history of providing enhanced need-based financial aid awards to targeted students from underrepresented minorities. The College provides these awards as a recruitment tool to increase the ethnic and racial diversity of the Whitman student body. All admitted ethnically and racially diverse students are considered for the awards, with priorities given to students who are underrepresented on campus (African-Americans, Hispanic/Latino, Native Americans). Over time, the scholarships have been awarded to a wider group of students who also contribute to the broad diversity of the campus. Students who are "difference makers" and provide diversity in terms of sexual orientation, religion, age, and cultural background (recent Eastern European immigrants, for example) are also given these enhanced awards, although the focus remains on ethnic and racial diversity. Beginning in 2004, a greater priority was given to providing enhanced diversity awards to first-generation students and low-income students from all ethnic backgrounds. Currently, the College has an ethnic diversity population of 20% and is working to increase that percentage. In the Fall 2012 entering class, about 8% of Whitman students were "first-generation" students who came from homes where neither parent had earned a four-year college degree.

Each year the College offers scholarship funds to approximately 10 to 15 international students. In most cases, the amount of scholarship, combined with a small amount of employment (\$750 for the first year) will cover the cost of a comprehensive student budget. In an age when the global community is increasingly interdependent, the perspectives that international students bring to campus enhance the educational experience for all students. Supporting international students at Whitman is an integral part

of the College's mission to provide a rigorous liberal arts education that prepares students for global citizenship. The College believes that it is important to have students from across the globe as part of the Whitman community.

During 2012-13 208 students received Pell Grants ranging from the minimum of \$555 to the maximum of \$5,550. The total awarded to Whitman students was more than \$800,000.

Whitman is attracting and retaining talented students. The College is slowly shifting scholarship dollars from merit-based programs to the need-based program. The goal is to ensure that sufficient need-based aid will be available to support current students, to reduce the number of students whose demonstrated need is not being met, and to provide financial aid resources to achieve increased ethnic and socioeconomic diversity of the student body. As a result, the percentage of students receiving merit-based awards has been reduced from 57% in the Fall 2001 entering class to 38% in the Fall 2012 entering class.

Whitman has been able to use the additional scholarship dollars shifted from the merit-based program to improve the need-based package for all students, to continue providing enhanced financial aid awards to an increasing number of entering ethnically and racially diverse students.

Each year half of Whitman students work on campus through one of three employment programs: federal work-study, state work-study, or Whitman student employment. During the 2012-13 school year, students earned over \$1 million working on campus. The College encourages students to participate in the cost of their education, and working on campus is a simple way for students to buy books, pay for incidental expenses, and have funds for extracurricular activities or course fees. The College will continue to address issues of access and affordability in its financial aid policies. Key goals include:

- Meeting 100% of the demonstrated need of all students
- Increasing the number and dollar amount of diversity (broadly defined) awards
- Expanding institutional resources and endowments to support these goals
- Increasing retention and graduation rates by 1-2%

Admission and financial aid staff will continue to monitor and evaluate financial aid awarding policies to ensure that the institutional goal of increasing ethnic and socioeconomic diversity is achieved and balanced with institutional resources (as well as federal, state, and other sources of aid).

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.

The Financial Aid and Admission Offices work closely together to determine the policies that provide students the funds to enroll and continue their education at the College. Every student applying for need-based financial aid must submit documents that are reviewed annually by the Office of Financial Aid Services in order to ascertain their family's current ability to contribute to the student's educational expenses and to provide the best possible financial aid package. The average debt for graduating seniors is \$16,700. The current cohort default rate is 1.4%.

From the 1995-1996 academic year to the 2005-2006 academic year, tuition rose from \$18,650 to \$28,400, a 52% increase over the 10-year period. Meanwhile, the average indebtedness of undergraduates was \$12,629 in 1996, and \$16,288 in 2006 — an increase of only 29% over the same 10-year period. Currently, the 2011 average indebtedness is \$17,600 which has barely risen in 6 years. This is, in part, due to the College's increased efforts to meet the financial needs of enrolled students.

Aid for students who receive any form of federal student aid is strictly regulated by rules administered by the Department of Education and is tracked by the Financial Aid Office with regard to amounts and disbursement of funds. Each student's file is reviewed if they are being verified to assure that federal regulations are being followed. The Financial Aid Office also reviews all applications for need-based aid on a yearly basis, comparing the information provided on the application forms (CSS Profile and FAFSA) with supporting documentation such as IRS tax forms and W-2 forms. Any and all discrepancies are resolved, and the student's aid is adjusted when necessary.

Receipt of outside funds for a student, such as grants and scholarships from external sources (i.e. Non-Institutional Grants and Scholarships), triggers a review of the student's financial aid to prevent an over-award situation. If necessary, loan funds are returned or the student's loan is changed from subsidized to unsubsidized as the situation warrants.

The Perkins Loan Program is regularly monitored to assure that students meet the qualifications and eligibility requirements for the loan amounts requested. These loans are given to the students that have the highest need.

Direct Federal Student Loans are disbursed to students on a semi-weekly basis. When the loans are transmitted to student accounts, safeguards in place prevent any funds being transmitted to a student who is not registered at the College or who is not taking at least six semester credit hours. Any loan funds that cannot be disbursed within 72 hours are returned to the lender or processor in compliance with federal regulations.

Every year the Office of Financial Aid Services submits reports to the Department of Education and the Higher Education Coordinating Board of Washington showing the amount of state and federal aid received by each student and confirming the Office's compliance with both state and federal regulations. In the early fall, the Fiscal Operations Report and Application to Participate (FISAP) documents are completed and sent to the Department of Education, and the Unit Record Report is completed and sent to the Higher Education Coordinating Board of Washington. The College also employs an outside accounting agency to conduct a yearly audit of student financial aid files.

Each fall, it is required that all students receiving need-based financial aid or any other student loans attend an "Entrance Interview" with a Financial Aid staff member. During the session, students are given information regarding their financial aid package, provided with necessary forms and deadlines, and told about the importance of re-applying for their financial aid packages on time. They are also informed about their rights and responsibilities as student loan borrowers. The students must complete an "Entrance Interview Form" and submit it online before the loan can be disbursed for the student. In the spring, all students who will be graduating with student loan debt are required to attend an "Exit Interview" meeting. Students are provided with instructions, both oral and written, about their rights and responsibilities as a student borrower, as well as the repayment options available to them during

the life of their loans. They are also provided with a personalized loan sheet that lists each student's loans and the amounts they took each year they attended Whitman College.

The College's "hands-on" approach to the "Entrance" and "Exit" interviews, requiring students to attend the interviews in person, is working well and contributes to low default rates. High retention and graduation rates, combined with a "hands-on" approach, are factors that affect the student loan default rates, which are currently 1.4% for the Federal Direct programs, and 2% for the Perkins Loan program.

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.

The academic advising of students is considered an essential part of the faculty's teaching responsibilities. According to the *Faculty Handbook*, "Pre-major and major academic advising will be evaluated as part of teaching and will be expected to reflect excellence . . ." Although important student advising functions are conducted through the Academic Resource Center (importantly, pre-major advising is administered by the ARC) and the Office of Residence Life's Housing Office, the bulk of academic advising is conducted by faculty and a few select staff members.

The College has a standardized advising procedure, outlined in the *Faculty Handbook*, that ensures that all students have an academic adviser to guide them through the different phases of their academic careers at the College. During the 2009-10 academic year, the onus and day to day management of pre-major advising shifted from the Provost and Dean of the Faculty's purview to the Academic Resource Center, and as part of that shift underwent a substantial overhaul.

When students are admitted to the College, they complete an "advising questionnaire" in early summer. The questionnaire asks students, among other things, about their academic interests, strengths, and concerns. During the summer, the Director of the Academic Resource Center reads each one and assigns each student a pre-major adviser based, whenever possible, on that student's academic interests.

New students meet with their pre-major adviser during the College's orientation week to identify classes that will not only meet the student's academic needs, but also will be appropriately rigorous, and discuss general topics of interest. With their adviser's approval, students then create a plan for registration.

In the past several years, the College has admitted about two dozen students mid-year. Some of them are first-years; others are transfers. These students are advised over the phone by the Director of the Academic Resource Center and are then registered prior to their arrival. They meet with their adviser to review their schedules and make any necessary changes.

Each fall, a pre-major advising training session is conducted for all new advisers — typically tenure-track faculty beginning their second year of service at the College. All faculty and staff serving as pre-major advisers have online access to the *Faculty Advising Handbook*, an excellent resource for advisers assembled and maintained by the Office of Academic Resources.

Before the end of their second year at the College, students are expected to declare an academic major. At that time, they select a major adviser from the faculty who teach in their major field.

Finally, there are several faculty who volunteer to take on additional advising responsibilities by advising students interested in special programs such as law, the health professions, Foreign Service, business management, and education.

Faculty are identified as being eligible to advise by the Provost and Dean of Faculty's office. Senior staff, primarily in the Dean of Students Office, also participate as pre-major advisers. Faculty and staff involved in pre-major advising receive written material as well as yearly training sessions. Trainings are provided annually for new pre-major advisers, advisers of transfer students, advisers of first-generation students, and a general refresher for all advisers. The Director of Academic Resources provides the annual trainings and preparatory sessions for new advisers in advance of each registration period. Timely emails about key advising and registration dates are sent throughout the academic year.

Faculty are responsible for the pre-major and major advising of students. Faculty advising, however, is only one component of the overall advising and academic counseling available to students. The Academic Resource Center, directed by the Associate Dean of Academic Support Services, provides a number of programs and services designed to ensure students' success at the College. These services include directing the Student Academic Advisers, overseeing the tutoring program, conducting individual counseling meetings with students, and working with the faculty in pre-major advising.

The Student Academic Advisers (SAs) serve as academic peer-advisers and live in the residence halls with new students. Selected for their solid academic and personal accomplishments, and trained extensively, the SAs' responsibilities are to model good study habits, help new students discover effective ways to study and learn, and introduce new students to the academic culture of the College and its resources, such as the Academic Resource Center, the Writing Center, and the Library. SAs conduct a variety of programs for their students in the residence halls, including meeting with students in their living sections to get to know them better, discussing their choice of classes and the final registration process, conducting follow-up conversations with all new students at mid-semester to check on their academic progress, encouraging students to utilize the available campus resources, and conducting programs on study tips, goal setting, and time management. SAs also meet individually with students when requested and make referrals when necessary to the Academic Resource Center.

Students who are not meeting the academic standards in one or more of their classes and/or would like to improve their grades but have exhausted other resources, such as talking with their instructors or attending department help sessions, are matched with a tutor. Tutors are junior and senior students who have demonstrated a high level of proficiency in a subject or their major field of study. Tutors are interviewed by the Academic Resource Center staff and sign an agreement that outlines the expectations of the Academic Resource Center, including confidentiality and appropriate behavioral guidelines.

Students seeking advising or academic counseling may make individual appointments with the Director of Academic Resources. Students may also be referred to the Academic Resource Center by one of their instructors, their faculty adviser, their Student Academic Adviser, or even a friend. In addition, students placed on academic probation or who have been re-admitted to the College after academic dismissal

meet regularly with the Director of the Academic Resource Center as a condition of their probation/re-admittance. Student appointments range from short question-and-answer meetings to hour-long study improvement sessions.

Many appointments scheduled in the Academic Resource Center are for students seeking advice to improve their grades, but these meetings also include assistance in choosing courses, planning a schedule, and/or deciding on a major. Others are appointments scheduled for students who received one or more mid-semester deficiency notices. (Instructors must file a mid-term grade report for any student receiving a grade of "D" or lower. This "deficiency-notice" is sent to the student, the student's academic adviser, and the Academic Resource Center, which contacts the student and typically makes arrangements to meet with him or her).

The Academic Resource Center staff strives to build partnerships with the faculty by enlisting faculty to help select student staff, such as SAs and tutors, by providing opportunities for faculty to present programs in the residence halls and by working with faculty to provide assistance for underachieving students in their classes.

Academic advising and the role of the faculty adviser are explained to students in the *Student Handbook*. Included is a section explaining when students should meet with their adviser and the student's role in advising. Services of the Academic Resource Center are explained in the *Student Handbook*, the *Catalog of the College*, and on the College Web site.

Please refer to 2.D.3 for further description of the academic advising program at Whitman College, which begins before students arrive, and continues throughout orientation and during their time at the College, with specific programming on major declaration advising, among other topics.

2.D.11

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

The mission of Whitman College is to engage students in rigorous learning and foster intellectual vitality while simultaneously developing men and women of character. This is further supported by the core themes of 1) academic excellence; 2) student engagement, personal development and leadership; and 3) collaboration and community.

The co-curricular program was designed to complement the academic program of the College. This is accomplished by prioritizing academic responsibilities and engaging students in co-curricular involvements that intentionally foster personal growth and leadership development. It is through learning outcomes that the co-curricular program primarily demonstrates its complement of the academic program.

Learning outcomes are statements that indicate the particular knowledge, skills, and abilities that students attain as a result of their involvement in a particular co-curricular experience. Learning outcomes are critical in differentiating co-curricular activities that merely provide students with a productive outlet versus co-curricular activities that provide a wide array of knowledge and skill development. Through the use of learning outcomes, the co-curriculum becomes a true complement to

the academic curriculum by making student involvement inside and outside the classroom intentional and focused on learning.

While co-curricular learning outcomes will vary depending on the program, most co-curricular learning outcomes address the core themes of academic excellence, personal and leadership development and community and collaboration. For example, the learning outcomes of the Academic Resource Center focus specifically on academic success, yet they also center on each student becoming an independent scholar who can succeed individually and as a member of a team.

On the other hand, the Outdoor Program focuses heavily on personal and leadership development within a community where collaboration is essential for a safe, rewarding experience. The skills learned through involvement in the Outdoor Program such as the ability to analyze, interpret, communicate and engage are highly transferable to the academic setting. Other co-curricular programs, such as student activities, student government and Greek life offer a balance of the three core themes in their learning outcomes offering students opportunities for academic excellence and personal and leadership development in a collaborative community setting.

Co-curricular activities at Whitman College are governed by a variety of campus departments, and fall under the aegis of the Dean of Students. Being true to core theme number two, engagement, leadership and personal development, governance of the co-curricular program primarily takes the form of mentoring and advising students. Student Affairs staff and administrators actively encourage students to have ownership in their involvements and demonstrate this through active self-governance. The model of governing the co-curricular program via mentorship and student self-governance allows students to maximize what they learn from their co-curricular involvements.

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.

Auxiliary services are a necessary part of campus infrastructure that support the overall academic mission of the College. From providing access to course texts, to offering supportive student academic advisers in the residence halls, the College dedicates appropriate resources to ensuring student needs are met. In addition, the on-campus food service, Bon Appetit, offers the campus community clean food service locations that are conducive to positive student interaction, nutritious food with an eye toward local and sustainable ingredients that meet a variety of dietary needs, and highly professional catering services for campus events.

Food Service

Whitman College contracts with Bon Appétit Management Company to oversee all campus food services. Bon Appétit's stated goal is to serve fresh, nutritious food prepared from scratch, using authentic ingredients, and created in a socially responsible manner. The Dean of Students and the Treasurer jointly oversee the company's operations on campus.

The College provides students with several different dining options. There are three traditional dining halls located in the residence halls, a retail café in the Reid Campus Center, an espresso stand also in

Reid, and a small café in the Library. Dining is available to students in all three residence halls on weekdays and limited to the main dining facility in Prentiss Hall on weekends. The Reid Café is open every day at lunchtime and then again every evening. The College offers students five different meal-plan options. The Provost and Dean of the Faculty office administers a small meal program for all Instructional staff, including advisers, in order to facilitate faculty-student conversations in the dining halls.

Bon Appétit delivers meals to the interest houses and handles all catering for the College with services ranging from small breakfasts to large campus-wide events, such as the all-campus lunch during the Whitman Undergraduate Conference.

Bon Appétit offers individual accommodations to students facing significant health challenges. Students with lactose intolerance; shellfish, nut, wheat or soy allergies; diabetes; Crohn's Disease; Celiac Disease; Diverticulitis; and Gastro Intestinal Reflux Disease have all been successfully accommodated on an individual basis. Vegetarian, vegan, and gluten-free options are always available to students in the dining halls.

Food safety and sanitation are of primary importance on campus, and Washington State Food Establishment Inspection Reports regularly demonstrate both the quality of the facilities as well as the presence of a well-structured food safety training and oversight system. The Walla Walla County Health Department makes an inspection of the facilities a minimum of once a year.

Student Housing

The Residence Life and Housing Office upholds and promotes the mission of Whitman College to foster a well-rounded educational experience for students through providing “. . . a supportive residential life program that encourages personal and social development. . . intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed. . .” (Whitman mission statement). Its programs and services are designed to promote student learning within safe and inclusive communities. Residence Life views learning and development as an integrated process and seeks to foster development of life-long skills and an appreciation of life-long learning.

As a residential College, Whitman is committed to the belief that a residential environment is particularly conducive to the personal development and academic success of its students. As a result, students are required to live on campus for at least four semesters. Exceptions can be made for students over 21, transfer students who will have lived on campus at Whitman and at their prior institution/s for at least four semesters, and members of Greek Life who may opt to only live in residence halls for a total of two semesters before living in Greek housing.

Residence Life and Housing is the responsibility of the Associate Dean of Campus Life, who also functions as the Director of Residence Life and Housing. Staff include an Assistant Director, seven Bachelors-level Resident Directors (RDs), and 37 paraprofessional student Resident Assistants (RAs). The office also includes a support staff of a Housing Coordinator and an Administrative Assistant, as well as a custodial staff overseen by the Custodial Supervisor. The Residence Life and Housing Office is responsible for the entire Residence Life program as well as the management of nine traditional-style residence halls (two of which are dedicated solely to first-year housing, three of which are mixed-class halls housing first-year and upper-class students [one mixed class hall is a female-only residence], and the remaining four of which exclusively house upper-class students) as well as eleven “Interest Houses.”

Interest Houses are actual houses bordering campus where groups of four to ten students with similar interests reside. These houses offer unique learning opportunities. Language houses, including French (La Maison Francaise), Japanese (the Tekisuijuku), Spanish (La Casa Hispana), and German (Das Deutsche Haus), further the academic and cultural interests of students studying a foreign language. A Native Speaker who works in the corresponding language department resides in each language house. Other interest houses are the Multi-Ethnic Center for Cultural Awareness (MECCA), which fosters cross-cultural communication and understanding; the Environmental House, focusing on environmental and ecological issues; the Fine Arts House, which promotes programs emphasizing studio, theatrical, and musical arts; the Global Awareness House, which focuses on world issues such as hunger, population, and human rights; the Asian Studies House, which promotes understanding of Asian culture and issues and also houses the Chinese Native Speaker; the Writing House, which provides resources to encourage the growth of writing as a discipline; and the Community Service House, which encourages discussions of service issues among students and the Whitman community and includes a community service requirement. Most houses have an additional staff or faculty advisor who helps guide the programming and learning efforts of the house.

Resident Assistants (RAs) are current students who serve as resources, educators, and community organizers for the students in each hall and house. The selection process for the residence hall staff is one of the most innovative in the Northwest. RAs are selected in October and November and undergo an intensive 10-day training in January prior to their yearlong appointment. Training continues throughout the year in staff meetings, retreats, in-service trainings, and Fall Refresher Training before residence halls open. This departure from the more typical process of hiring and training for the academic year allows for the selection of student staff who, as Sophomores and Juniors, have greater institutional knowledge and life experiences. This also allows each hall and house to have trained, seasoned staff members who are prepared to serve the needs of new residents from the very beginning of the year. This also provides experienced staff members for the new Resident Directors (RDs), who are typically selected in April and begin their position in August.

RDs are live-in professional staff members who supervise RAs. They are typically recent college graduates, often from Whitman, who have experience in Residence Life and/or other Student Affairs areas. Resident Directors are responsible for the administration of a single residence hall or group of halls and/or houses, as well as for working toward the wellbeing of each resident. Resident Directors participate in an intensive training period in August before their staffs return as well as ongoing training throughout the year during staff meetings, retreats, and professional conferences.

The Residence Life staff is thoroughly evaluated throughout the year. A mid-semester survey is sent to all residents in both the fall and spring semesters from the Residence Life Office to solicit feedback from every member of the residences on their Resident Assistants. Resident Directors are evaluated with input included from students, staff, fellow Resident Directors, and the Director and Assistant Director of Residence Life and Housing.

In addition to formal evaluations, as of 2010 RAs engaging in regular assessment of RA Learning Outcomes. RAs complete self-assessments in January, February, May, October, and December. This exercise allows each RA to reflect upon his or her growth, learning, and goals. In addition to having RAs complete a self-assessment, RDs complete assessments of the learning and growth of each of the RAs they supervise and engage in a reflective conversation with each RA focusing on their strengths and

areas for ongoing learning and growth. There are 28 specific outcomes across 5 categories: Community Development & Leadership; Self Knowledge, Awareness, and Competence; Interpersonal Skills, Assertion, and Conflict Management; Crisis and Emergency Management; Organization, Administrative Skills, and Campus Awareness.

Evaluation of the residential learning experience also occurs in the Quality of Life & Learning Survey conducted every two years. This process is further described in "Analysis & Appraisal: Quality of Life & Learning Survey."

The 12-person custodial staff in Residence Life meets every three weeks for in-service trainings on custodial equipment, chemical use, and safety issues. Training by the Whitman Safety Coordinator has included training in asbestos awareness, blood borne pathogens, and other safety related work issues. The custodial supervisor has completed the APPA Institute for Facilities Management.

Custodians meet with RAs and RDs in their buildings once a week to discuss any concerns regarding safety, cleanliness, and communication with students in the halls and houses. Custodians have provided invaluable information to RDs about student problems and ongoing maintenance issues. Custodial services and staff are evaluated annually by staff, students, and student staff.

In response to trends in higher education, in 2006 Residence Life mapped the residential learning environment at Whitman and, in so doing, developed thirty intentional learning outcomes for students living on-campus. These outcomes were organized into seven categories: cognitive complexity; knowledge acquisition, integration, and application; humanitarianism; civic engagement; interpersonal and intrapersonal competence; practical competence; and persistence and academic achievement. This marked the first part of a two-year program assessing the learning experiences that occur in the halls and houses. The first year was devoted to mapping learning outcomes; the second focused on fostering collaborative partnerships across campus to enhance these outcomes and develop an assessment plan for measuring the effectiveness of Residence Life in promoting learning outcomes. The mapping project showed that identity formation, emotional development, cognitive development, behavioral learning, and development of meaning-making processes through learning experiences in residence halls transforms students and greatly contributes to their holistic development.

Bookstore

The Whitman College Bookstore has been owned and operated by the College since 1948 and serves the needs of Whitman's students, faculty, staff, alumni, parents and campus visitors with pride and distinction. The Bookstore serves, supports, and provides for the campus community. The Bookstore is open Monday through Saturday during the academic year and occasionally on Sunday for special events. It is also open on weekdays throughout the summer. The Bookstore can be relied upon to carry all of the required/requested course materials, textbooks, and supplies for classes taught at the College. In addition, the store offers a rich selection of other products, including Whitman clothing and insignia gifts, greeting cards, art supplies, office supplies, health and beauty items, gifts, and specialty chocolate. There is an increasing focus on local products made by either the Whitman or Walla Walla community. It has always been important to the store to remain a "bookstore" in the traditional sense, and the store continues to offer a curated selection of classics, new fiction, cookbooks, science books, local authors, and books on many other topics.

In the Spring and Summer of 2011, the Bookstore underwent a series of transformations. Upon the retirement of its longstanding director, the Bookstore was reorganized and is currently co-managed by three full-time, professional staff: the book acquisition specialist, the merchandise and marketing specialist, and the service and operations specialist. Much time and thought was put into this reorganization, the newly-created roles, and the forward motion of the store. Many of these ideas were articulated in a proposal submitted by the staff in Spring 2011 for the management of the store, which was approved at that time by the college administration. The Bookstore's physical layout was redesigned in Summer 2011, and a comprehensive point of sale and inventory management system was implemented in Summer 2012. All of these changes contribute to a campus store which has a reconceived and intentional focus on serving the needs of the campus community.

The Bookstore supports the mission of Whitman College by:

- showcasing the campus to prospective students, families, and other visitors
- offering extended hours during Family Weekend, Reunion Weekends, and Opening Week each semester
- supporting and partnering with campus departments for events, supplies, and book signings
- facilitating orders and distribution of commencement caps and gowns
- employing 12-15 student staff each semester with preference to work study and international students

Overall, the Bookstore has a deep commitment to the Whitman Community and to the success of Whitman students and campus events.

The Bookstore contributes to the intellectual climate of the campus community in many ways:

- Stocking and promoting the published works of Whitman faculty and alumni
- Providing support to academic departments and visiting authors by facilitating a number of author signings and book promotions each semester
- Curating a solid and growing selection of trade titles catering to the interests and passions of the Whitman community, with special orders and discounts always available to the Whitman community

The Bookstore strives to enhance the quality of the college's learning environment through:

- Its commitment to sourcing affordable, accurate course materials for our students
- Partnering with faculty to ensure timely arrival of requested texts
- Developing skills and leadership in the 12-15 student staff that are employed in the bookstore each semester. These sales associates are trained and deputized to professionally handle all aspects of the store's operation

Students, faculty, staff and administrators have many opportunities for input into the Bookstore's varied activities and services. In addition to the Bookstore Advisory Committee, which is resurrected whenever there's a distinct need, the lines of communication are always open. The Bookstore's professional staff manage the store through an innovative "3 in a box" structure, in which each staff member has specific responsibilities while partnering with the others to determine the direction of the store. The staff has found this current model to be both freeing and effective and is excited about the store's future. Staff are committed to staying current in technology and trends and have budgeted for professional development.

All three of the staff report to the Associate Dean of Student Activities and are governed by the Dean of Students with consultation from the Controller of the College. The Bookstore staff can be reached by phone, email, Facebook, or in person, and product and project suggestions are enthusiastically received (and often implemented). The changes that the bookstore has undergone in the last two years have been evidence of this commitment to responsiveness and relevance.

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.

All admission decisions regarding student athletes are made by the College's Office of Admission. Decisions regarding Financial Aid are made without consideration of a student's athlete/non-athlete status. Decisions regarding degree requirements and any other student related administration are handled by the offices that deal with all other students. Student athletes are held to the same standards as all other students. Whitman student athletes have a similar academic profile and performance demographic as non-athletes. Admission and financial aid decisions regarding student athletes are made by the same staff who make decisions for all student admissions on campus.

The NCAA Division III Financial Aid Reporting Program's annual report comparing institutional aid to student athletes and students who are not athletes indicated that for the 2011-2012 reporting year, Whitman student athletes were well within NCAA compliance standards.

As stated in the *Catalog of the College*, Whitman College "affirms the classical ideal that physical fitness complements intellectual development." In that spirit, about 70% of Whitman students participate in some form of athletic activity including club sports, intramural sports, and intercollegiate athletics. Indeed, admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs (such as Athletcis) are consistent with those for other students.

The College supports the intercollegiate sports programs and is supportive of the athletes who represent the College on and off campus. Student athletes not only further their own development but also contribute to the building of a strong sense of community for the College. In 2012 about 280 students (18%) participated in varsity athletics.

Whitman College fields 14 varsity teams. It is a member of the Northwest Conference (NWC), which is a Division III member of the National Collegiate Athletic Association (NCAA).

Whitman fields the following intercollegiate teams:

- Baseball (men)
- Basketball (men and women)
- Cross Country (men and women)
- Golf (men and women)
- Soccer (men and women)
- Swimming (men and women)
- Tennis (men and women)

Volleyball (women)

Northwest Conference schools include:

- George Fox University
- Lewis and Clark College
- Linfield College
- Pacific University
- Pacific Lutheran University
- University of Puget Sound
- Whitman College
- Whitworth College
- Willamette University

Whitman College athletics is supervised by the Athletics Director, who is also the Chair of the Department of Sports Studies Recreation and Athletics (SSRA) and who reports to the Dean of the Faculty. The College also has a Faculty Athletic Representative, who serves as a liaison between Athletics and the Faculty. This reporting system helps maintain a close connection between athletics and the academic mission of the College. The college has a Title IX coordinator who is not a member of the athletic department.

The Sports Studies Recreation and Athletics (SSRA) Department publishes a *Coaches Handbook* that is regularly updated to reflect changes in policy and personnel. The *Handbook* includes a statement of philosophy, the Whitman College mission statement, and the mission statement of the SSRA Department. It also contains information on eligibility requirements for athletes, student awards criteria, event management procedures, and all aspects of departmental practice, procedure, and policy. Coach responsibilities are clearly spelled out under the headings:

- Philosophy, rules and regulations, and professional conduct
- Scheduling
- Recruiting
- Budget development
- Transportation
- Sports medicine
- Sports information
- Professional performance appraisal

Please see <http://www.whitman.edu/Documents/Athletics/AthleticDeptHandbook10.pdf> to access the Coaches Handbook.

In addition to the explicit information contained in the *Coaches Handbook*, position descriptions for each coach are available in the Office of Human Resources. These descriptions detail the specific set of responsibilities for each coaching position, although those responsibilities may change year to year to reflect the teaching load and other assigned duties. Copies of the descriptions are retained by the coach and the Athletic Director.

Please see the Athletics website for further information: <http://www.whitman.edu/whitman-athletics>

Athletic budget development is systematic and budgets are approved by the appropriate College committees. With the assistance of the W Club board, a group approved by the college to assist the college in supporting excellence in athletics, the college engages in a significant athletic annual fund. The Athletic Director works closely with the VP for Development and College Relations in this process. Fundraising is also conducted in athletics in the form of program sponsorships, and tournament sponsorships, as well as through service and activity projects such as community races, skill lessons, and sport camps. In each case all funds are directed through the College accounting system and are documented using accepted College practices.

Conforming to the regulations in the *Faculty Code* and the policies described in the *Coaches Handbook*, athletic events are scheduled to minimize the amount of time student athletes are absent from their classes. The *Faculty Code* also specifies the number of excused absences students are allowed for College-sanctioned athletic activities. Whitman's academic schedule, for the most part, does not allow courses to be taught from 4-6 p.m. to allow students to take part in extra-curricular and co-curricular activities, including athletic team practice. Every attempt is made not to schedule games and practices during major exam periods.

There is strong institutional control of the Athletic Program's philosophy, goals, and objectives. Two departmental reviews and a recent external self-study sponsored by the Provost and Dean of the Faculty office have focused on issues including the personnel structure of SSRA, differences in compensation and evaluation procedures between faculty and adjunct staff and coaches, campus athletic facilities, the offerings of the SSRA Department, recruiting, and the role of athletics at the College.

The Athletics Director reports to the Provost and Dean of the Faculty, keeping academic imperatives at the forefront of athletic activities. Moreover, that the Athletics Director is a faculty member further strengthens the connection between the athletic and the academic mission of the College.

Club Sports

Whitman students benefit from an opportunity to partake in intercollegiate athletics at the club level. There are over 15 active club sports teams with hundreds of involved students.

Intramurals

The success of Whitman's intramural sports programs, and the friendly yet competitive spirit of our intramural teams are examples of the powerful sense of community on the Whitman campus. More than 25 percent of the student body participates in varsity athletic programs. More than 70 percent of them regularly gather on Ankeny field to participate in one or more IM events – as independents or as members of teams hosted by fraternities, sororities, and residence halls.

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.

Whitman College does not offer distance education.

2.E – Library and Information Resources

2.E.1

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

The mission of Penrose Library is to serve as a bridge between the Whitman College community—students, faculty, administration, and staff—and the information resources that promote teaching, research and learning in the spirit and mission of the College. For all information pertaining to Penrose Library, please see <http://www.whitman.edu/penrose/> and links contained therein. The Library's website serves as the gateway for information resource discovery for students, staff, faculty, and community members.

Penrose Library's resources drive the mission and guiding principles. Professional staffing includes 7 FTE who are supported by 9.75 paraprofessional staff members. In 2013-14 an additional full-time Research & Instructional Librarian was added. Penrose librarians work with faculty, academic departments and the broader College community to develop its collections of print, digital, visual and archival resources. Using the principles outlined in the Collection Development Policy, the library's Head of Collection Management works to ensure that the collections support the College's curriculum and mission. Access to these multi-format collections is provided via physical and digital means.

For access to the Collection Development Policy, please see <http://www.whitman.edu/penrose/about/faculty/colldev.pdf>.

College fiscal support for collection development, access and delivery is demonstrated in the Penrose Library Annual Report (see Exhibit 2.E.1a). At the end of the 2011-12 academic year, library collections numbered just over 553,000 items. Approximately 7,000 items are added annually. Of the 900 annual journal subscriptions, only 300 are received in print format. Access to an additional 65,000 digital titles is available through database aggregators.

Penrose continues subscribing to and investing in e-book collections to help assess different pricing and access models and to gauge the popularity and usability of e-books on campus. The Library also began participating in the Orbis Cascade Alliance Demand Driven e-book Acquisitions project. This has been in place since 2011-12 and consists of 12 participating publishers. Penrose contributed \$10,000 to the collaborative pilot program during FY 2011-12. Further information is available in the Collection Development Annual Report (see Exhibit 2.E.1b).

Circulation statistics clearly detail collection strength. During 2011-12 there were over 58,500 checkouts associated with the circulating collection. Over 40,120 of these were initiated by students, while nearly 8,750 were generated by faculty. On average, nearly 26 books per student were checked out while faculty borrowed nearly 44 books per person. Further information is available in the Circulation Annual Report (see Exhibit 2.E.1c).

Several digital collections of primary source material were recently added to the collection to support the growth in student and faculty research needs. Access to digital collections, aggregated journal databases, electronic reference sources and other digital materials has been facilitated by membership

in the Orbis Cascade Alliance. Cost-savings realized by group purchasing opportunities has enabled Penrose Library to extend access to materials not typically found in an undergraduate college library.

Digital resources created locally reside in our institutional repository (IR). Currently the IR includes a selection of honors theses, college publications, and materials from Whitman's Global Studies Initiative. Planning is in process to store digitized archival materials as well as sources born-digital in this environment, and to improve its use among campus constituencies.

Penrose Library is home to the Whitman College & Northwest Archives (<http://www.whitman.edu/library/library-services/whitman-college-and-northwest-archives>), which makes relevant research materials available to undergraduate students and interested faculty members. Additionally it provides resources to administrative departments related to college history, participates in the Northwest Digital Archive (NWDA), works collaboratively with Whitman College Technology Services (WCTS), and continues to integrate instruction within the larger library-wide program. Yearly progress with new accessions, processing, description, digitization, and curricular integration has been enhanced by a recent vault inventory and increased training in Enhanced Archival Description (EAD) and Archivists' Toolkit. Further information is available in the Archives Annual Report (see Exhibit 2.E.1d).

Access to library resources is continually being improved. A recent re-indexing of the catalog has created more searching options. Mobile access to library resources continues to expand. During 2012 a mobile site for the Library and a project to digitize historical college images further integrate technology with our exceptionally strong traditional resources. The Library makes every effort to provide discovery tools, finding aids, journal lists, link resolvers, proxy services and the like that contribute to the academic community's ability to find and use appropriate resources.

Whitman resources are further supplemented through our membership in the Orbis Cascade Alliance. Orbis Cascade Alliance is a library consortium composed of 37 public and private colleges, community colleges, and universities in Washington, Oregon, and Idaho. Membership benefits include a shared union catalog, patron-initiated borrowing, fast and reliable delivery services, electronic resource purchasing, professional development of staff, and participation in new service initiatives. Whitman's responsibilities of membership are outlined in the Orbis Cascade Alliance Memorandum of Understanding (<http://www.orbiscascade.org/index/memorandum-of-understanding>). Additionally, the Orbis Cascade Collection Development Vision Statement ("As an Alliance, we consider the combined collections of member institutions as one collection. While member institutions continue to acquire their own material, the Alliance is committed to cooperative collection development to leverage member institutions' resources to better serve our users") helps ensure that the 37 member libraries collectively develop a shared collection that serves the academic needs of the Pacific Northwest while also acknowledging the importance of individual local collections.

Related to Orbis Cascade, the Northwest Digital Archives (<http://nwda.orbiscascade.org/>) provides enhanced access to archival and manuscript collections in Idaho, Montana, Oregon, Alaska, and Washington through a union database of Encoded Archival Description (EAD) finding aids.

Robust Inter-Library Loan services provide rapid delivery of materials that are not found in the local or Orbis Cascade Alliance collections.

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.

Penrose's professional librarians hold an annual retreat day to review and revise our Strategic Action Plan, Annual Assessment, and Accomplishment reports. This meeting allows the planning staff to see how individual projects come together as a cohesive whole, while also breaking down larger conceptual goals into smaller manageable chunks within specific areas of responsibility. During the 2012 retreat, the strategic priorities (please see Exhibit 2.E.2) were based on new ACRL Standards for Libraries in Higher Education (<http://www.ala.org/acrl/standards/standardslibraries>). Bi-weekly librarian meetings help ensure that projects stay on track, are informed by appropriate feedback and incorporate results from assessment activities.

In addition to planning, Penrose Library conducts surveys to gather data from faculty and students to assess current programs and aid in future planning. Recently surveys of the campus community informed purchase, development and configuration/usability of the discovery service. Additionally, a general survey of the faculty helped to identify areas where they felt communication could be strengthened. Results help clarify and define goals for future planning and programmatic changes, and they help the College make decisions about resources that are allocated to different programs and to staffing in Penrose (as evidenced by the recent Board of Trustees' approval of the hire of a new professional librarian, and the allocation of additional funding for information resources at Penrose).

Additional input comes from the Faculty Library Advisory Committee which also includes student participation. The Library Director meets regularly with the committee to provide strategic planning updates and present issues of concern to the broader Whitman community. Planning for and assessing the effectiveness of the library's resources is accomplished through regularized statistical reporting, faculty involvement in collection development, reviewing Inter-Library Loan, Summit and serials usage, and database cost-per-use information.

Institutionally, the Library works to support the College's mission, curriculum and core themes by developing services and relationships that foster collaboration and effectiveness. The Library Director regularly meets with the Provost and Dean of the Faculty to discuss library-related issues. She is invited to meetings of the Division Chairs when a topic requires library input. The Library works closely with Whitman College Technology Services to ensure that systems and technologies support the Library's specialized technology needs. The Library Director meets regularly with the Chief Information Officer to explore opportunities for collaboration. Finally, library staff serve on college-wide committees when nominated or appointed by administrative personnel.

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.

Penrose Library is an environment focused on teaching and learning. Instructional programming occurs at several different levels, all aimed at integrating life-long information literacy skills into our students' larger academic development. Beginning with Freshman Orientation, we introduce the entire first-year

class to Penrose Library by having current student-employees lead tours that familiarize them with our circulation desk, research services, archives, the library of congress classification system, and introduce them to Penrose's webpage.

Programming also includes Office Consultations on a drop-in as well as appointment basis for longer more detailed research projects. The time spent with each student rose 10% over the last three years to an average of 14 minutes per meeting. Numbers of students scheduling appointments to talk about Senior Thesis research has doubled over the last two years, while the number of overall appointments has also doubled over the last 5 years. These trends have led to an evolution of the traditional Reference Desk service into a Technology Service point that supports technology needs including laptop checkout, assistance with printers, and other service issues.

Class visits by our Instructional and Research Service Librarians continue to increase each year. Indeed, over the last 7 years, they also have doubled. Developed collaboratively with the instructor, these visits allow librarians to use a problem-based approach to communicate with classes regarding specific projects and create online guides to provide starting points for the students. These "Research Portals" are integrated into the course management system, providing easy access after the session with the librarian.

Additionally, two 1-credit semester-long courses are in the *Catalog of the College*. Library 100- "Information Literacy" and Library 300- "Primary Sources Seminar" give librarians the necessary time to work with students to teach them how to conduct sophisticated research grounded in the ACRL Information Literacy standards.

The Archives and Special Collections welcome and encourage all students to incorporate archival materials in their projects. These collections provide tangible hands-on use of historical materials that complement the Library's growing digital collections of primary sources. Using and incorporating primary sources into research projects is becoming the norm for students throughout the Whitman curriculum. Exhibits throughout Penrose Library give students the opportunity to show their work and help to promote the wide ranging collections available for research and scholarship.

Visual Literacy and Digital Humanities are being investigated as well. Short-term projects include a collection of historical photos that document the college's history.

Lastly, various grant projects have been conducted over the last several years under the rubric of Innovative Teaching & Learning Grants, Whitman's Cross-Disciplinary Learning and Teaching Initiative, and Teagle Planning Grants. The Teagle grant seeks to bring a more collaborative approach to senior assessments, particularly related to thesis projects.

To facilitate access to the library's collections, staff and facilities, the building is open 24 hours per day, 7 days per week during the academic term. A review of building usage and student library needs has sparked discussions and preliminary planning for facility renovation..

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.

In Spring 2013 Penrose conducted the Measuring Information Services Outcomes (<http://www.misosurvey.org/>) survey to help gather user feedback for our library and technology service areas. MISO provides data that can be compared across peer institutions this year.

Assessment data gathered on how the Reference Desk was being used and staffed directly influence the ongoing modification of that service. Surveys conducted by Whitman's Center for Teaching & Learning helped to significantly revise our New Faculty Orientation in the Fall of 2012.

The Library has used information garnered from college wide assessments including the HEDS Senior Satisfaction Survey, the NSSE Information Literacy Consortium Survey, and other periodic surveys. Additionally, locally-developed general library satisfaction surveys have been used.

The Library produces an Annual Report that compares library-wide year-to-year data, evaluates and anticipates trends, and helps guide yearly and long-range planning efforts. These data are also compared with our peer institutions (the Panel of 13, the Oberlin Group, the Orbis Cascade Alliance, and Northwest College and University Libraries) as well as national norms (ACRL Statistics, IPEDS and NCES) to help assess the library's effectiveness and assist with planning.

2.F – Financial Resources

2.F.1

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

The College ensures financial stability with sufficient cash flow and reserves in its budgeting process. The College budget model is an effective tool for forecasting revenues and expenses. Assumptions are regularly reviewed and updated as needed. The College maintains an enrollment contingency in the operating budget of approximately \$1,000,000 to protect against budget surprises. If the contingency is not needed, it can be used to fund one-time initiatives or be added to quasi endowment with the approval of the Trustees. The College also has a \$1.9 million enrollment reserve that can be used with trustee approval to cover larger budget shortfalls.

The College has identified long-term liabilities and has adequately funded them. The College has funded the liability associated with a grandfathered retiree medical benefit which is available only to employees hired prior to July 1, 1992. Tax exempt debt service is funded out of the operating budget. The College has also set aside over \$10,000,000 in quasi endowment to fund the future liability of bullet maturity tax exempt debt which matures in 2029. The College projects these funds will grow to exceed the amount of the principal due at maturity over the course of the thirty year life of the bonds.

For the College's Year-End Budget Report, which is included in the Budget Advisory Meeting documents of October 19, 2012, please see Exhibit 2.F.1.

2.F.2

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

The College has a good track record of budgeting realistically, effectively projecting enrollment, and financial aid and non-tuition revenue sources. When surprises do occur, the College has a good track record of analyzing the circumstances and making necessary adjustments. During the last five years, the College faced unexpected rising financial aid costs. A Trustee task force worked with the administration to assess the causes of the increase and, as a result, the College switched to a need aware admissions process to bring financial aid expenses to a sustainable level.

For a report on Budget Modeling, please see Exhibit 2.F.2.

2.F.3

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

The College's strategic planning process guides financial planning efforts by linkage to the budget model. The strategic plan is updated by the President's Council each summer with input from administrative departments and the Committee of Division Chairs. The progress of the strategic plan is evaluated at the end of each academic year in an annual progress report in anticipation of the summer update. The

progress report and updated plan are reviewed by the Trustee Budget Review Committee each fall. Each fall all departments submit budget requests for the following year. Requests are reviewed by the on-campus Budget Advisory Committee, which includes students, faculty, administration and staff. The committee advises the president on top priorities. The Budget Advisory Committee has its own web site and shares its work with the campus community through regular postings to the web site. While the College is not able to fund every budget request made, this planning process helps to ensure priority programs and services receive adequate funding.

For the College's Strategic Plan, please see Exhibit 2.F.3.

To access the Budget Advisory Committee website, please see <http://www.whitman.edu/offices-and-services/business-office/staff-and-faculty-resources/presidents-budget-advisory-committee>.

2.F.4

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

The College utilizes Ellucian (formerly Datatel) for its integrated financial accounting system and for student records. All employees with budget responsibilities are given monthly budget reports either electronically or on paper per their preference. The College produces audited financial statements that follow generally accepted accounting principles. The controller in conjunction with the associate controller and assistant controller manage internal controls. External auditors review internal control procedures annually. See http://www.whitman.edu/Documents/Offices/Business Office/FS_2012-1.pdf for Consolidated Financial Statements, 2011-2012.

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.

The College's budget provides the necessary resources for physical facilities and acquisition of equipment to support our missions and core objectives. The College has been disciplined in funding a life cycle reserve program which eliminated deferred maintenance in the 1990s and adequately maintains facilities today. The College has separate life cycle budgets for replacement of technology and other equipment. The College has recently completed a series of renovations and expansion of facilities between 1995 and 2011, which totaled over \$118 million in capital projects funded by a combination of gifts, debt and life cycle reserves. The College is now focusing on an endowment building capital campaign and no new major capital projects are planned for the next several years. However, the College continues to assess long-term facility needs, particularly in the sciences and residential life. When facilities are expanded or new facilities are built, budgets are adjusted to reflect the proper funding of replacement reserves for facilities, furnishings and equipment. Outstanding debt totals \$59 million and debt service is approximately 5% of the operating budget. The chief financial officer prepares a comprehensive review of debt service requirements and revenues needed to support potential new

debt. The Board of Trustees must approve new debt and refinancing. In 2012, Moody's reaffirmed Whitman's current rating of Aa3 with a stable outlook.

2.F.6

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

Auxiliary enterprises are managed to be financially self-sustaining. Auxiliaries contribute revenue toward education and general operations to support their prorated share of general overhead (payroll, accounts payable, human resources, etc.). They also contribute toward the life cycle replacement reserve based on their percentage of physical plant occupied.

2.F.7

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

The Trustees' Audit Committee selects the auditing firm (approved by the full Board of Trustees), reviews the annual audit report and recommends approval to the Board of Trustees, and once a year meets with the auditing firm in executive session to review management performance. The audit is conducted by an independent certified public accounting firm in accordance with generally accepted auditing standards. The auditors provide a management letter when necessary. The annual financial statements are reported according to generally accepted accounting principles and are posted on the College's Web site along with IRS form 990. In accordance with A-133, the audit covers student financial aid, which is currently Whitman's only major program, and includes a management letter when necessary. All management letter recommendations are reviewed with the Audit Committee, and staff provides a written response detailing steps being taken to address recommendations.

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.

Standards of the Council for the Advancement and Support of Education (CASE) and the National Society of Fundraising Executives (NSFRE) are adhered to by the development staff. Whitman is in full compliance with national and state regulations regarding fundraising. Active professional participation in organizations that support high standards and professional development in fundraising is supported by the College; staff annually attends relevant training sessions and courses that increase their skills and professionalism. Records are maintained regarding the origins of all gifts, and, when appropriate, endowment or gift agreements are created to ensure that full and accurate use of donated funds is accomplished. The College does not have a relationship with any independent fundraising organizations.

2.G – Physical and Technological Infrastructure

Physical Infrastructure

2.G.1

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

Whitman College is committed to providing a safe and secure working, learning and living environment, including materials and equipment therein, through education, training, prevention and response programs. The offices of Security and Environmental Health and Safety, in concert with campus officials, execute this commitment.

The College's instructional and support facilities are sufficient and adequate to meet the institution's mission, programs and services. All renovations and new construction include required upgrades, such as accessibility, fire suppression and ventilation to be in compliance with new health and safety codes. All facilities at the College have appropriate access for the physically disabled, and every major residence hall has fire sprinklers. The Director of Academic Resources serves as an advocate for students with disabilities and works with physical plant staff to address accessibility issues when they arise, both during everyday use and during special events (e.g., Commencement). The Manager of Environmental Health and Safety regularly inspects facilities to ensure compliance with health and safety requirements.

To protect their own and others' safety, all employees are expected to observe safety rules and report any unsafe condition to the Safety Coordinator. Safety rules are made to protect workers from injury, both individually and collectively. Deviations are not permitted for expediency. Training programs are in place for offices that work with hazardous chemicals. The Manager of Environmental Health and Safety provides other educational programs for faculty, students, and staff to ensure a safe work environment.

For information on ADA Compliance, please see <http://www.whitman.edu/offices-and-services/human-resources/training-and-resources/ada-accommodations>.

For information on emergency procedures, please see <https://www.whitman.edu/whitman/index.cfm?objectid=984544DE-C9B8-BBE6-D7F544D561F4DC60>.

For access to the College's past and present Annual Security Reports, please see <http://www.whitman.edu/offices-and-services/security/annual-security-report>.

For information on all Physical Plant services, please see http://www.whitman.edu/content/physical_plant.

2.G.2

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

The office of Environmental Health and Safety is responsible for providing a safe and secure working, learning and living environment through education, training, prevention and response programs. The

College has a chemical hygiene plan to ensure the safe use, storage, and disposal of hazardous materials. The Manager of Environmental Health and Safety regularly conducts training programs and inspections of departments that have hazardous materials, and updates materials as needed.

For access to current policies and procedures pertaining to environmental safety and health, please see <http://www.whitman.edu/offices-and-services/environmental-safety-and-health>

2.G.3

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

The College's master development plan, called the *Campus Framework Plan* (see Exhibit 2.G.3), is created by the Building and Grounds Committee and approved by the trustees.

The *Campus Framework Plan* provides "historical context and long term, underlying principles and guidelines for ongoing campus planning and development decision making." As stated in the document: "The central concept of the Framework Plan is that the campus should, to the greatest degree possible, support the mission of the College and enhance the integration of student academic and residential life."

The *Campus Framework Plan* provides a broad general guide for the College in developing the physical plant. Rather than call for specific buildings in specific locations, it provides thirteen guiding principles for campus renovations and expansion. The plan is used by the College in siting new buildings and it is provided to architects working on college projects. The plan is regularly reviewed and updated by the Building and Grounds Committee (most recently in May of 2012).

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.

The College has in place the necessary operating budgets to procure, maintain, and replace as needed the equipment needed for the instructional and operational activities of the College. The College has operating budgets to support the technology networking infrastructure, and the equipment necessary to support the faculty's and staff's technology needs, maintain a four- or five-year replacement cycle for most computers on campus, and fund the research and development of new technology resources.

The Provost and Dean of the Faculty oversees a small equipment replacement budget for the academic programs and a substantial budget to provide start-up funds for new faculty members, as well as a fund that is used for grant matching, primarily from grants submitted by faculty in the natural sciences. Funding for academic equipment is periodically supplemented with grants from outside foundations and, occasionally, with targeted fundraising campaigns. The Division of Natural Sciences and Mathematics has a science equipment replacement fund (SERF) that funds both new equipment and the replacement of old equipment. Every academic department has an operating budget adequate to support its laboratory and other materials needs.

The Division of Natural Sciences and Mathematics has a full-time technician to test, calibrate, maintain and, on occasion, build equipment. The physical plant has a full-time staff member to maintain equipment and appliances around campus as well as a full-time mechanic to maintain the College's fleet of vehicles. Specialty maintenance work is outsourced when necessary. Physical plant services has operating budgets to replace college cars and vans as needed and makes special requests for the replacement of larger equipment when necessary.

For information on goals and projects of physical plant services, including landscaping, custodial work in academic buildings, maintenance, motor pool, rental properties, key requests, and construction projects, please see http://www.whitman.edu/content/physical_plant.

Technological Infrastructure

2.G.5

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

The mission of the office of Information Technology is to enhance the educational process and individual effectiveness, and facilitate College excellence through pervasive and cost-effective applications of information technology.

In fulfillment of this mission, WCTS offers a full complement of services and facilities. These include:

- consulting and documentation
- network design, maintenance and support
- management of campus computer labs
- maintenance and repair of college owned desktop computers
- user training and workshops
- development and support of administrative information systems

The Office of Information Technology is committed to managing limited resources, integrating current levels of technology and software, retaining knowledgeable support staff, and preserving the confidentiality, integrity and security of the information in our environment.

The first and most noticeable "system" that supports the College's management and operational functions, academic programs, and support services, wherever offered and however delivered, is the Whitman College Technology Services (WCTS) department. WCTS consists of 24 professional staff members (23.8 FTE) who provide ongoing support to the technology infrastructure and its constituents. WCTS is led by the Chief Information Officer, who reports directly to the President and is a member of the President's Council. WCTS is organized into four functional areas: Infrastructure Technology (server, system and network administration); Enterprise Technology (supporting enterprise wide applications and databases); Instructional and Learning Technology (support for the integration of technology in teaching and learning, and classroom technology (Instructional Multimedia Servers)); and Client Services (helpdesk, consulting and technical support for institutional and student computers). Please see Exhibit 2.G.5 for the Governing Board Technology report.

The College has a robust wired network, with fiber optic cabling between all buildings providing a high speed Ethernet backbone to each facility. This wired network carries both voice and data. The Voice over IP phone system was implemented in 2008. The College has wireless network coverage to nearly 100% of its facilities including some outdoor spaces (e.g., Ankeny Field). The wireless infrastructure is in the process of being upgraded from the 802.11g standard to the 802.11n standard. During Summer 2012 the College completed the first phase of the upgrade, installing approximately 90 new access points in all of the residence halls where the need for great density of wireless devices that the new standard provides was most critical, since resident students utilize multiple wireless devices (e.g., smart phones, tablets, laptops, game devices, etc.) and are hindered by being "tethered" to a cable. The latest (2013) budget proposal included a request to complete the wireless upgrade over the next two years, which will upgrade the wireless in academic and administrative facilities.

The College currently has a 250Mbps connection to the Internet as well as a guest wireless network provided by a third party that provides access to the Internet. WCTS continually monitors its Internet bandwidth to determine if these connections will need to be upgraded in the future.

The College has implemented a virtual server environment that not only meets the growing needs in administrative operations and academic programs, but also has positioned the College for better disaster response and recovery. The virtual server environment has expanded our "server farm" from about 20 servers to over 100 servers that support enterprise systems, applications and databases, as well as special need servers.

Whitman College uses Ellucian's (formerly Datatel) Colleague for its Enterprise Resource Planning System (student and financial system). The College has utilized Colleague since the early 1990s. A team of seven professionals supports Colleague and other enterprise systems as well as provides in-house development for applications like the College's online portal (my.whitman.edu) that provides faculty, staff and students with web-based tools specific to their roles (e.g., advisee lists, online grades, providing course consent, payroll advices, etc.). This team also works with administrative departments to regularly assess and analyze the College's business processes and determine if there are efficiencies that can be gained from reengineering processes, utilizing existing technology differently, or implementing new technologies.

Whitman College utilizes the open source product Sakai as its Learning Management System. In the Spring 2013 semester, there were 309 courses utilizing Sakai out of a total of 498 courses offered by 172 instructors. As part of WCTS's strategic planning during Summer 2012, a new process of consultation with faculty will be implemented to determine if there are functionality gaps that need to be addressed, and to develop a plan to shrink those gaps.

The College employs a number of site or volume licenses for the software applications that are most regularly used by faculty, staff and students in order to meet the mission of the College. For example, the College has established a Microsoft Campus Agreement that provides a license and upgrades of the Operating System and MS Office for all institutionally owned and maintained computers. The College has a site license for SPSS for statistical analysis, and NVivo for qualitative data analysis – programs used primarily in the Division of Social Sciences. WCTS regularly consults with academic and administrative departments on their technology needs and helps to evaluate and select solutions that can advance their operations. For example, during Summer 2012 Titanium, a software solution that is being used by the Health and Counseling Center for scheduling and electronic record keeping, was implemented.

WCTS is currently working with student services to implement some "software as a service" applications (SaaS) from Simplicity that will provide career services electronic portfolios and student conduct and intervention tools.

The College has a number of public computer labs (six) that are accessible to all faculty, staff and students. There are also a number of departmental specific computer labs that provide equipment and software to support specific academic programs. The College operates a Multimedia Development Lab, and has an office dedicated to instructional technology needs that support the academic mission.

WCTS assists with the administration of online course evaluations (the College switched from a hybrid model of part paper/part online evaluations to an all-online system in Fall 2012) for all academic courses. The 2012-13 academic year is the first year a new online system (Scantron's Class Climate) was implemented in order to improve the outdated online system (which was created in-house nearly a decade ago). Improvements include customizability of questions, clear reporting, ease of data analysis and aggregation, and ability to implement the evaluations in different types of courses.

The Division of Natural Sciences and Mathematics has a number of special technologies in labs that are supported by WCTS staff in conjunction with vendors, and has a dedicated WCTS staff member who assists with needs in that division. Because of the special nature of some technologies utilized in the sciences, the support that WCTS staff can provide is limited. The Divisions of Social Sciences, and of Humanities and Arts, also have staff members from Technology Services dedicated to meeting the needs that pertain to departments and programs within each division. Periodically (most recently in Spring 2013), the office of Provost and Dean of the Faculty and Technology Services review ways to improve access and processes surrounding the acquisition of new software that is used by academic programs, and to ensure that technology needs are met within all divisions, and within the College generally.

For information on the academic support staff for the three academic divisions, please see <http://www.whitman.edu/content/wcts/faculty/iltstaff>.

For information on Technology Services practices and policies, please see <http://www.whitman.edu/content/wcts/policies>.

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.

WCTS has a professional staff person that provides the leadership for training opportunities for faculty, staff and students, building the schedule of regularly offered training classes and working with WCTS staff to have the classes staffed with a trainer. These training sessions are open to all faculty, staff and students. Additionally WCTS staff utilizes online training documentation that is either created in-house for specific technology environment, or is accessible via online resources provided by vendors. In recent years, WCTS staff and student staff have been developing short "screencasts" that provide online help for specific functions or tasks within software applications or for information on security related topics.

WCTS operates a technology helpdesk for call-in or drop-in support questions. The Helpdesk operates during the hours of 8am-noon and 1pm-4pm and during the academic year is staffed by student

employees (for the most part). The students are trained to resolve simple calls over the phone or to escalate to a professional staff person if it cannot be resolved on the phone. A new asset management and call tracking system are in the process of being implemented at the helpdesk.

WCTS has recently reorganized to create a stronger emphasis on working with faculty to find innovative and creative ways to integrate technology into teaching and learning. The Instructional and Learning Technology team hired a new director in 2012-13 and is in the process of hiring two new instructional and learning technologists to serve as liaisons with academic divisions with the intent of promoting conversations about teaching and learning and how technology might help enhance or advance the teaching and learning goals of our academic programs.

For information on training offered by WCTS, please see <http://www.whitman.edu/content/wcts/training>.

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.

The CIO reports directly to the President and is a member of the President's Council, which meets regularly. This positions the CIO to understand the institutional priorities as well as the broader institutional landscape, which in turn provides WCTS the ability to be able to proactively determine how technology might impact those priorities and initiatives.

There are many committees and administrative entities that provide governance and input concerning the technological direction for the college. The Administrative Information Technology Advisory Panel consists of representatives from various administrative (operational) departments that focus on providing guidance and advice with regards to the administrative technology tools utilized at Whitman College including, but not limited to Colleague (Ellucian). The Academic Information Technology Advisory Group (AITAG) is an elected faculty committee that provides counsel to WCTS on academic technology priorities and initiatives. The Student Technology Advisory Committee (STAC) is a student committee with three to six student representatives along with WCTS staff that provide the student perspective to the technological infrastructure. The Information Technology Security Task Force is made up of faculty and staff with the charge to provide advice and counsel on information security related issues that include policy, regulation, and education. Finally, Whitman College has a committee of the Board of Trustees (The Technology Task Force) that meets during regular board meetings, providing counsel and gathering information about how information technology is being deployed at Whitman, and what future directions should be.

The Directors of the WCTS departments and the CIO meet on a bi-weekly basis and the entire staff of WCTS meets on a monthly basis. Irrespective of regular meeting times, the staff communicates regularly about projects and issues.

On the WCTS home page, there is a space for any constituency to report a network problem. In addition, the WCTS helpdesk and all online reference materials include a place for constituents to provide feedback about both the content and quality of the help they received.

During Summer 2012, WCTS Leadership spent two days on retreat to conduct strategic planning. The work of that planning effort has been woven into the broader institutional strategic planning effort. Examples of projects/initiatives that have been completed or are being undertaken from the planning effort are:

- An inventory of all technology enhanced learning spaces
- A thorough assessment of the current uses of technology in teaching, learning and research
- Evaluate, acquire and implement a customer relationship management system for Admissions
- Collaborative projects with the Library
- Completed phase one of the college wireless network upgrade
- Began a pilot in Human Resources to evaluate and analyze business processes for process improvement towards efficiencies
- Upgraded the database and reporting infrastructure to position the technology for a yet to be developed business intelligence and analytics strategy
- Installed LabStats to monitor usage in the public labs to evaluate current strategy and determine if there are new strategies that can be employed

For information on the advisory groups for WCTS, please see <http://www.whitman.edu/content/wcts/about/advisory>.

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.

Whitman College employs a regular technology update and replacement plan for computers, servers, storage, network and telephone equipment. Desktop computers are currently replaced on a regular five-year cycle and laptop computers are replaced on a regular four-year cycle. Servers, storage, network and telephone equipment have varying schedules for replacement, but are consistent with best practices.

The replacement schedule is supported and funded through a lifecycle program. Each year, there is a contribution from the College's operating budget to a lifecycle budget line that is utilized to update and replace equipment that has reached its "end of life" or to upgrade equipment that will provide new infrastructure capacity. The lifecycle program is extremely useful for Whitman College to maintain its technology infrastructure and has the strong support of the College. The College has prioritized keeping technology up to date and sustainable in order to best meet the needs of students, staff, and faculty, and in order to meet the goals of the College's mission to prepare students for "a changing technological, multicultural world."

For all information pertaining to Whitman College Technology Services, including security, training sessions, feedback mechanisms, and usage instruction, please see <http://www.whitman.edu/content/wcts> and links contained therein.

Conclusion

Whitman College is grateful to the Northwest Commission of Colleges and Universities for providing a new mechanism to explore the mission of the College, and to develop a self-definition for the Mission, its central and related Core Themes and Objectives, and to identify the best ways to indicate all of these.

The Whitman College mission statement guides all planning processes in the College. It complements the Core Themes in several ways. First, the Core Theme of Academic Excellence is central to the statement "Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education... Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity," and is consistent with the ideal of "intellectual vitality." The second Core Theme – Student Engagement, Personal Development, and Leadership – is evident in the phrase "a supportive residential life program that encourages personal and social development...is intended to foster...confidence, leadership, and...flexibility..." Finally, the Core Theme of Collaboration and Community is present in the phrases "a supportive residential life program," and "flexibility to succeed in a changing technological, multicultural world."

Perhaps the most valuable insight that has emerged from the Core Theme development is that the College's value of the integration of all elements of the Mission is now made more visible through the Core Themes, and through the collaborative relationships between members of the Whitman community. The primary aim of Whitman College is excellence in academics. In this case, then, the Core Theme ordering is intentional. Representatives from every group on campus, from students to faculty, from staff members to administrators, agree that the creation and preservation of a high-quality undergraduate liberal arts education for students is at the top of the list of goals for the College. It is also true that by many traditional measures the College succeeds in this aim. However, the Core Theme development has shown that the innovative, creative, and new ways to approach teaching, learning, and research that are encouraged at Whitman (and the assessment thereof) are important to capture in order to be able to serve students well upon graduation. Students learn how to learn at Whitman. Foundations in traditional disciplines remain as pillars of strength, though students and faculty are increasingly likely to cross traditional disciplinary boundaries to pursue intellectual inquiry. The best parts of tradition are preserved while seeking malleability and promoting adaptability so that students can best weave their educational experiences into contemporary society. For Whitman students, learning happens in the classroom, the residence halls, at lunch with classmates, in clubs and athletics, in one-on-one mentoring with a faculty adviser or research collaborator, in their work in Walla Walla or other communities, in their connections with students from around the world, and in their dedication to environmental responsibility and inclusiveness. More importantly, the learning comes from the ability to see connections between these things.

And so, we have developed three Core Themes. We have also developed clear objectives and indicators that are verifiable, assessable, and meaningful to us. But more importantly, we have begun to craft a more intentional institutional narrative that strives to preserve what is good, adapt to improve, and defend liberal arts and sciences as the best way to investigate and perhaps challenge borders around groups and areas of inquiry. Whitman College looks forward to demonstrating to the Commission that, in addition to clear mission, goals, indicators, resources, capacities, and assessment mechanisms, it also has tremendous strength as a leader among colleges and universities in its ability to be intellectually vital, to provide leadership, and to maintain flexibility in a changing technological, multicultural world.

This set of goals is not just for the students, as the mission statement articulates, but also for the College as a whole.

Planning for the College has always been driven by its mission statement, aided by internal documents such as the Strategic Plan, Building on Excellence 2010, and the Campus Framework Plan. Developing the College's Core Themes and their accompanying Objectives has fostered the conscientious implementation of initiatives and programs that align with the goals and principles outlined in the College's mission statement and guiding documents. In concert, Whitman has made a determined effort to provide the resources and capacity that facilitate the realization of quantifiable benchmarks. These in turn verify and support the ideals of the mission of the College specifically and of education in the liberal arts tradition more generally.

In terms of resources and capacity, Whitman's particular strengths can be summarized by examination of five broad categories: 1) human resources and capacity; 2) information and technology resources and capacity; 3) physical resources and capacity; 4) governance and decision-making resources and capacity; and 5) financial resources and capacity.

Human Resources and Capacity

The greatest assets at Whitman College are its employees. The faculty members are experts in their fields and are dedicated to academic excellence (Core Theme I). Superior teaching and meritorious scholarly work combine in true teacher/scholars who engage students in their classrooms and in their research. Faculty members become truly invested in their students' progress and growth, serving as academic advisers, senior project advisers, and mentors. In support of the mission of the College, faculty challenge and encourage students to incorporate interdisciplinary ideas, to analyze data, to think critically and to become global citizens. Having such devoted faculty enriches the student academic experience.

Staff members who are involved in the co-curriculum, such as athletics, the Student Engagement Center, and Residence Life, cultivate the development of personal responsibility, engagement, and leadership in the context of a collaborative community (Core Themes II and III). Moreover, students are encouraged to become increasingly aware of the world at large and the issues that need to be faced now and in the future. In nurturing personal growth and awareness, the co-curriculum enhances and supports the academic curriculum.

Staff members in the Admissions Office ensure that students who come to Whitman are prepared and equipped for the academic rigor for which Whitman is known. Other student support staff members, such as those in the Office of Financial Aid, the Academic Resource Center, Off-Campus Studies, the Registrar's Office and the Office of the Dean of Students are constantly available to help students navigate the challenges of course selection and scheduling, issues particular to studying off-campus, financial issues, grievances, and academic difficulties.

The administration and governing boards serve to oversee the day to day running of the College, but equally importantly, make sure that College policies and operations coordinate with and support the mission of the College, as manifested in the quantifiable outcomes outlined in the Core Themes and Objectives.

Other staff members, such as those from the Physical Plant and Environmental Health and Safety maintain a clean, picturesque, and safe campus that allows all constituents to be comfortable in campus spaces. This supports the execution of all of the Core Themes and Objectives. Unfortunately it is impossible to acknowledge every office in this brief overview but there are many individuals without whose critical and valuable contributions the College would run less efficiently, visibly and robustly. All employees at Whitman have in common a sense of pride in and commitment to the College. This is manifested as a dedication to excellence in their work with the driving force being the overall student experience and the consequent fulfillment of the mission of the College.

Information and Technology Resources and Capacity

Penrose library continued to aggressively add significant digital content to its collections. During the past three years, access to an immense array of publishers, including books, periodicals, newspapers, and films has become available.

The Whitman College and Northwest Archives was the recipient of several important collections, including letters documenting the Francophone diaspora, life in turn-of-the-century Walla Walla and Quebec. Digital humanities projects underway will provide access to translations of early-Buddhist poetry, a history of the wine industry in Walla Walla, and other faculty research efforts.

From 2011-2013, the physical collections were increased by the addition of some 14,000 books and 500 DVDs by means of selection, approval plans and gifts. With the availability of large journal packages made possible through our membership in the Orbis Cascade Alliance, Whitman faculty, students and staff now have access to over 66,280 unique full-text journals. Significant budgetary increases for the FY13-14 academic year will ensure that new tenure track faculty and faculty whose research agenda has changed will be supported with appropriate physical and digital information resources.

The collection development activities at Penrose Library are following national trends, with deliberate shifting of financial resources towards the acquisition of (or subscription to) digital content.

In terms of technology on campus, significant progress was made on four important objectives outlined in the College's strategic plan: 1) integrating technology into teaching and learning; 2) integration of technology into College operations; 3) providing reliable infrastructure that allows for ready access to technology resources; and 4) strengthening information technology security and compliance practices including user awareness and education.

Whitman's commitment to available and accessible information and technology is consistent with the College's mission and Core Themes in providing resources of sufficient breadth, depth and currency to enhance learning and scholarly pursuits. Through increasingly innovative uses of technology in teaching and learning, faculty and staff seek to develop the characteristics and flexibility in Whitman students to succeed "in a changing technological, multicultural world" (Whitman College mission statement).

Physical Resources and Capacity

Whitman maintains the necessary physical resources and capacity for the academic, co-curricular, administrative, and residence life requirements of the College. No major capital projects are currently in progress. However, the Buildings and Grounds Committee continually assesses the needs of campus constituencies. Frequently, renovations to existing buildings are performed to better meet these needs. For example, two new faculty offices and research labs were created in the Hall of Science during the

Summer of 2012 to accommodate new hires in Biology and Chemistry. Also in the Hall of Science, an underused, older lecture hall was divided into two medium-sized modern classrooms that are now heavily used. During the Summer of 2013, renovation is occurring in Memorial Building and Baker Faculty Center as part of a reorganization effort to more efficiently and spaciouly house various administrative offices, as well as the Office of Communications, the Alumni House, Off-Campus Studies, the Academic Resource Center, and the Financial Aid and Admissions Offices.

Importantly, an enhanced sustainability component was included in the updated Campus Framework Plan in 2011-2012. On major capital projects, Whitman strives to design to meet the standards of Leadership in Energy & Environmental Design (LEED).

Governance and Decision-making Resources and Capacity

Whitman College has a clearly defined structure of governance. As stated in the charter of the College, faculty members have authority over the course of study. Using a system of checks and balances, curricular innovation is reviewed at the level of department, then division, then curriculum committee, and finally by the faculty as a whole. The prime directive in approval of curricular changes is Core Theme I – Academic Excellence, and ultimately fulfillment of the mission of the College.

Over the past three years, key initiatives to strengthen Whitman’s academic program were continued. Initiated by a cadre of faculty and administrative personnel (see Human Resources and Capacity), decisions were made to assertively pursue funding and/or implementation strategies for curricular innovation. These include but are not limited to the Global Studies Initiative, the Written and Oral Communication Initiative, the genesis of the Northwest Five Consortium, and the Innovation in Teaching and Learning grant. In addition, conscientious efforts were made to assess and revise the first year Encounters curriculum. Cross-disciplinary study and creating webs of connections across traditional departmental lines continues as a focal point for the College, and this is reflected in the incorporation of technology into teaching and learning, the hiring of new faculty with cross-disciplinary and/or global interests, and the creation of academic appointments that intentionally span bridges between discrete disciplines.

Policies that govern the operations of the College are approved and implemented at various levels and through various offices, depending on the policy and whom it affects (for example, curricular issues, vs. grievance policy issues vs. fringe benefits issues). However, Whitman’s system of governance ensures that, through the presence of committees, either standing or ad hoc, elected or appointed, all constituencies have a voice. This commitment extends to the entire campus, including faculty, administrative staff, support staff, and students.

Including all members of campus in discussions of important issues such as policies, budget allocations and tuition increases solidifies the campus community and fosters an environment of collaborative work and discussion (Core Theme III). In addition, student input into campus-wide issues allows students to be engaged, to develop leadership skills, and to develop as individuals (Core Theme II).

Oversight of Whitman College in its entirety is ultimately the responsibility of the Board of Trustees. This governing board has final decision-making power, yet the charge of the Trustees is to remain true to the mission of the College and to uphold and make decisions based on the Whitman College Core Themes.

Financial Resources and Capacity

According to the Strategic Plan of Whitman College, a guiding principle of fiscal preparedness is to promote long term financial stability through effective planning. Whitman continues to plan strategically using the College's budget model, setting priorities and allocating funds appropriately. Where possible, opportunities are pursued to reallocate resources and seek operating efficiencies, for example, by using technology in creative ways, using digital format instead of paper, decreasing campus mailings, etc.

To strengthen its financial base, Whitman is in the midst of a major capital campaign, "Now Is the Time." To date, \$128 million has been raised, with a goal of \$150 million by June 30, 2014. The goals of the campaign are to 1) Enhance the Academic Program; 2) Improve Access through Scholarship Support; and 3) Strengthen Whitman's Financial Base. Note that the first goal corresponds exactly to Whitman's first Core Theme – Academic Excellence. The second goal reflects Whitman's commitment to access to a Whitman education for all, regardless of financial means. This goal incorporates Whitman's vision for a diverse student body, which will continue to enrich all aspects of the campus community (Core Theme III). To have the financial wherewithal to carry and expand Whitman's ideals into the future, a healthy, dependable monetary base is necessary, and this is mirrored in the third goal of the campaign.

Summary

Whitman's Core Themes are inextricably woven into nearly every aspect of College life. The Core Themes and their corresponding Objectives are incorporated into documents such as the Strategic Plan, Building on Excellence 2010, and the College Framework Plan. Bodies that use these documents as guides include the Faculty, President's Council, the Committee of Division Chairs, the Curriculum Committee and the Buildings and Grounds Committee. Thus the entire College community, encompassing faculty, administrative and support staff, and students, ensures that the Core Themes permeate the overall student experience at Whitman, in support of the mission of the College.

Appendix A: 2012-2013 List of Affiliated Programs In Which Students May Transfer Credit (Not Administered By Whitman).

Please note: Columns 'Academic Course Credit' and 'Faculty Headcount' Not Applicable]

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

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

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

2012-2013 LIST OF AFFILIATED PROGRAMS IN WHICH STUDENTS MAY TRANSFER CREDIT (NOT ADMINISTERED BY WHITMAN)

Location of Site	City and Region	Country	Degree Programs	2012-13 Student Headcount
SIT: Ghana Social Transformation and Cultural Expression	Accra, Ghana	Africa	N/A	1
SFS: Kenya and Tanzania Wildlife Management Studies	Various, Kenya & Tanzania	Africa	N/A	2
SIT: Madagascar Biodiversity and Natural Resource Mgmt	Fort Dauphin, Madagascar	Africa	N/A	0
SIT: Morocco Migration and Transnational Identity	Rabat, Morocco	Africa	N/A	1
CIEE: Senegal Language and Culture	Dakar, Senegal	Africa	N/A	2
SIT South Africa: Multiculturalism & Human Rights	Cape Town, South Africa	Africa	N/A	1
SIT: South Africa Community Health and Social Policy	Durban, South Africa	Africa	N/A	0
SIT Tanzania Wildlife Conservation	Arusha, Tanzania	Africa	N/A	1
IFSA-Butler: Argentine Universities Program	Buenos Aires	Argentina	N/A	1
IFSA-Butler: Mendoza Universities Program	Mendoza	Argentina	N/A	2
SIT: Australia Sustainability and Environmental Action	Byron Bay	Australia	N/A	2
SFS: Australia Tropical Rainforest Studies	Cairns	Australia	N/A	2
IES Melbourne	Melbourne	Australia	N/A	3
IES: Vienna European Society and Culture	Vienna	Austria	N/A	5

IES: Vienna Semester Music program	Vienna	Austria	N/A	2
SIT: Amazon Resource Management and Human Ecology	Belem	Brazil	N/A	2
SIT: Chile Public Health, Traditional Medicine, and Community Empowerment	Arica	Chile	N/A	1
IFSA-Butler: Chilean Universities Program	Valparaiso	Chile	N/A	1
IES: Beijing Contemporary Issues in China	Beijing	China	N/A	3
IES: Beijing Language Intensive	Beijing	China	N/A	3
CIEE: Shanghai & China in a Global Context	Shanghai	China	N/A	0
SFS: Costa Rica Sustainable Development Studies	Atenas	Costa Rica	N/A	1
CIEE: Monteverde Tropical Ecology and Conservation	Monteverde	Costa Rica	N/A	3
CIEE: Prague Central European Studies	Prague	Czech Rep.	N/A	0
CIEE: Prague Film Studies	Prague	Czech Rep.	N/A	0
Danish Institute for Study Abroad (DIS)	Copenhagen	Denmark	N/A	4
SIT: Ecuador Comparative Ecology and Conservation	Quito	Ecuador	N/A	4
SIT: Ecuador Development, Politics, and Languages	Quito	Ecuador	N/A	1
BADA: London Theatre program	London	England	N/A	4
BADA: London Modern European Theatre program	London	England	N/A	0
IES: Study London program	London	England	N/A	4
IES: London Health Practice & Policy	London	England	N/A	0
IES: London Theatre Studies	London	England	N/A	1
IES: Queen Mary, University of London	London	England	N/A	1
IES: SOAS, University of London	London	England	N/A	0
IES: Slade, University College London	London	England	N/A	0

IES: University College London (UCL)	London	England	N/A	0
University of East Anglia	Norwich	England	N/A	2
IFSA Butler: Oxford University	Oxford	England	N/A	0
IES: Nantes Semester program	Nantes	France	N/A	4
IES: Paris French Studies	Paris	France	N/A	3
Middlebury: Studies in Paris program	Paris	France	N/A	1
IES: Berlin Language and Area Studies	Berlin	Germany	N/A	0
IES: Berlin Metropolitan Studies	Berlin	Germany	N/A	0
IES: European Union Studies program	Freiburg/Various	Germany	N/A	2
IES: Freiburg Environmental Studies & Sustainability	Freiburg	Germany	N/A	0
IES: Freiburg Language and Area Studies	Freiburg	Germany	N/A	2
College Year in Athens (CYA)	Athens	Greece	N/A	2
Budapest Semesters in Mathematics (BSM)	Budapest	Hungary	N/A	1
IES: Delhi Semester program	Delhi	India	N/A	1
SIT: India Sustainable Development and Social Change	Jaipur	India	N/A	4
SIT: Indonesia Arts, Religion, and Social Change	Bedulu, Bali	Indonesia	N/A	1
IFSA-Butler: National University of Ireland Galway (NUI)	Galway	Ireland	N/A	0
Hebrew University (Rothberg Int'l School)	Jerusalem	Israel	N/A	0
Studio Art Centers International (SACI)	Florence	Italy	N/A	1
Syracuse University (SU Abroad)	Florence	Italy	N/A	2
IES: Milan - Italy Today	Milan	Italy	N/A	0
IES: Milan Music - Tradition & Innovation	Milan	Italy	N/A	0
Intercollegiate Center for Classical Studies (ICCS) in Rome	Rome	Italy	N/A	1
IES: Study Rome Language and Area Studies	Rome	Italy	N/A	3

Associated Kyoto Program (AKP)	Kyoto	Japan	N/A	6
Kansai Gaidai University	Osaka	Japan	N/A	4
CIEE: Amman Language and Culture	Amman	Jordan	N/A	2
CIEE: Seoul Arts and Sciences	Seoul	Korea	N/A	0
IFSA-Butler: Merida Universidad Autonoma de Yucatan	Merida	Mexico	N/A	2
Mexico Solidarity Network (MSN)	Various	Mexico	N/A	0
SIT: Nepal Development and Social Change	Kathmandu	Nepal	N/A	1
Frontiers Abroad: Geology of New Zealand	Christchurch	New Zealand	N/A	0
University of Otago	Dunedin	New Zealand	N/A	12
SIT: Nicaragua Youth Culture, Literacy, and Media	Managua	Nicaragua	N/A	0
SFS: Panama Tropical Island Biodiversity and Conservation	Bocas del Toro	Panama	N/A	1
CIEE Lisbon Language & Culture	Lisbon	Portugal	N/A	1
IFSA-Butler Edinburgh	Edinburgh	Scotland	N/A	1
IFSA Butler: Glasgow School of Art	Glasgow	Scotland	N/A	0
University of St. Andrews	St. Andrews	Scotland	N/A	11
CIEE: Alicante Language and Culture	Alicante	Spain	N/A	0
CIEE: Alicante Language in Context	Alicante	Spain	N/A	0
CIEE: Alicante Liberal Arts	Alicante	Spain	N/A	6
Middlebury: Universidad de Cordoba	Cordoba	Spain	N/A	0
Middlebury: Getafe Universidad Carlos III de Madrid	Getafe	Spain	N/A	1
IES: Study in Granada (Intermediate and Advanced)	Granada	Spain	N/A	1
SIT Granada Language Community	Granada	Spain	N/A	1
Middlebury: Madrid Sede Prim	Madrid	Spain	N/A	2

CIEE: Taipei Communication, Business and Political Economy	Taipei	Taiwan	N/A	0
CIEE: Taipei Intensive Chinese Language and Culture	Taipei	Taiwan	N/A	0
CIEE: Khon Kaen Development and Globalization	Khon Kaen	Thailand	N/A	4
SIT: Serbia Peace and Conflict Studies in the Balkans	Belgrade/Various	The Balkans	N/A	0
SFS: Turks and Caicos Marine Resource Management	South Caicos	Turks/Caicos	N/A	0
SIT: Vietnam Culture, Social Change, and Development	Ho Chi Minh City	Vietnam	N/A	0

Appendix B: Campus Constituents Responsible for Indicators

Core Theme I: Academic Excellence

1. A culture of rigorous and innovative intellectual and creative vitality thrives	
<i>Indicator</i>	<i>Campus Constituent Responsible</i>
a. Rigorous teaching and professional activity guidelines for promotion, tenure, and endowed professorships for faculty	Provost and Dean of the Faculty Office (Personnel Committee)
b. Broad participation by faculty in Center for Teaching and Learning programming and internal grants dedicated to pedagogical innovation and development, cross-disciplinary learning, and understanding of evidence of student learning	Provost and Dean of the Faculty Office (Office of the Associate Dean for Faculty Development)
c. Faculty professional activity accomplishments	Provost and Dean of the Faculty Office (Personnel Committee) Development and College Relations (Office of Foundation and Corporate Relations, Office of Sponsored Programs)
d. Co-sponsored academic, creative, and co-curricular events on campus available to faculty, staff, students, and the larger community.	Dean of Students Office (Associated Students of Whitman College Events Board) Development and College Relations (Office of Communications) Calendaring Office
e. Undergraduate Conference participation rates	Provost and Dean of the Faculty Office (Office of Grants and Fellowships, Office of the Associate Dean for Faculty Development)
f. Residence Life Learning Outcome "Persistence and Academic Achievement" outcome	Dean of Students Office (Residence Life)
2. Students develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences.	
a. Number of departments and programs represented in graduates' coursework outside of their majors	Provost and Dean of the Faculty Office (Office of Institutional Research)
b. Course-embedded General Studies grading policies	Provost and Dean of the Faculty Office (General Studies Committee)
c. Common first-year course completion	Provost and Dean of the Faculty Office (General Studies Committee)
d. Cooperative Institutional Research Program (CIRP) College Senior Survey Question 1a & 1g	Provost and Dean of the Faculty Office (Office of Institutional Research)
3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study.	
a. Department- and program-level depth of knowledge learning goal achievement	Provost and Dean of the Faculty Office (Assessment Committee)
b. Major-specific alumni survey data on breadth of post-graduate experience and connection to major study	Provost and Dean of the Faculty Office (Office of Institutional Research, Office

	of the Associate Dean for Academic Affairs)
c. HEDS Senior Survey "In-depth knowledge" survey item	Provost and Dean of the Faculty Office (Office of Institutional Research, Office of the Associate Dean for Academic Affairs)
4. Students develop effective oral and written communication skills in a variety of forms.	
a. Department and Program Senior Assessment in the Major assessment of communication learning goals	Provost and Dean of the Faculty Office (Assessment Committee)
b. Written and Oral Communication Initiative (WOCI) participation rates	Provost and Dean of the Faculty Office (Office of the Associate Dean for Academic Affairs)
c. First-year common course writing requirement	Provost and Dean of the Faculty Office (General Studies Committee)
d. Whitman College Technology Services Alumni Survey	Whitman College Technology Services
e. Library course offerings	Provost and Dean of the Faculty Office (Penrose Library)

Core Theme II: Student Engagement, Personal Development, and Leadership

1. Students are actively engaged in co-curricular activities that lead to intellectual and personal growth and goal-setting capacities.	
<i>Indicator</i>	<i>Campus Constituent Responsible</i>
a. Whitman College "iConnect" online portfolio/experiential transcript reflection statements	Dean of Students Office (Student Engagement Center, Student Activities Office)
b. Student Academic Advisers reflection process components; student internship participants Reflective Statements on High Impact Activities	Dean of Students Office (Student Engagement Center, Academic Resource Center)
c. Student Engagement Center's Senior Survey "Developing Future Goals" Learning Outcome results	Dean of Students Office (Student Engagement Center)
d. Quality of Life and Learning Survey (QLLS) Civic Engagement Scale	Dean of Students Office (Residence Life)
e. Residence Life Learning Outcome "Interpersonal and Intrapersonal Competence" data from the QLLS	Dean of Students Office (Residence Life)
2. Students gain leadership experience through participation in co-curricular activities.	
a. Greek Award for Excellence interviews	Dean of Students Office (Office of the Associate Dean of Students)
b. Whitman Events Board and Associated Students of Whitman College Leader Self-Assessments of Learning Outcomes	Dean of Students Office (Residence Life)
c. Office of Grants and Fellowships interview preparation participation rates	Provost and Dean of the Faculty Office (Office of Grants and Fellowships)
3. Students synthesize classroom and out-of-classroom learning.	
a. Student Engagement Center's Recent Alumni Survey items measuring connections between Whitman education and	Dean of Students Office (Student Engagement Center)

post-graduate experience	
b. Residence Life Learning Outcome "Knowledge Acquisition, Integration, and Application" data from the QLLS	Dean of Students Office (Residence Life)
c. Faculty-student collaborative research grants, presentations, and publications	Provost and Dean of the Faculty Office (Office of the Associate Dean for Faculty Development)

Core Theme III: Collaboration and Community

1. The College demonstrates a commitment to diversity.	
<i>Indicator</i>	<i>Campus Constituent Responsible</i>
a. Maintenance of Diversity Scholarships	Office of Admissions and Financial Aid
b. Intercultural Center and Religious Life programming	Dean of Students Office (Intercultural Center)
c. Breadth of Cultural Pluralism courses offered across departments and programs	Provost and Dean of the Faculty Office (Office of Institutional Research, General Studies Committee)
d. Faculty, Staff, and Student diversity recruitment efforts	Office of the Treasurer (Human Resources) Provost and Dean of the Faculty Office (Office of Institutional Research)
2. A culture of collaboration that enhances the educational experience is evident in College practices.	
a. Participation in the higher education community by institutional leaders	Development and College Relations (Office of Foundation and Corporate Relations, Office of Sponsored Programs) Provost and Dean of the Faculty Office Office of the President
b. Cross- and interdisciplinary teaching and faculty development	Provost and Dean of the Faculty Office (Office of Associate Dean for Faculty Development)
c. Number of courses with Library Instructional and Research Services offered	Provost and Dean of the Faculty Office (Penrose Library)
d. Maintain College committees and processes with cross-constituency representation	President's Council
3. Connections to communities beyond Whitman are fostered.	
a. Curricular community-based teaching, learning, and research opportunities and participation	Provost and Dean of the Faculty Office Dean of Students Office (Student Engagement Center)
b. Summit/Cascade Library Alliance and Inter-Library Loan use rates	Provost and Dean of the Faculty Office (Penrose Library)
c. Off-Campus Study participation rates	Provost and Dean of the Faculty Office (Office of Off-Campus Study)
d. Post-graduate grants and fellowships	Provost and Dean of the Faculty Office (Office of Grants and Fellowships)
e. Visiting Educator and O'Donnell endowed lectureships	Provost and Dean of the Faculty Office
f. American Association for the Advancement of Sustainability in Higher Education Membership	Office of the Treasurer