

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



**WHITMAN
COLLEGE**

March 29-31, 2017

Year Seven Self-Evaluation

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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 43% admittance rate for 2015. 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 2011-2015, is "Good Academic Reputation." Students admitted for Fall 2015 had median SAT scores of 660 in Critical Reading, 650 in Math, and 650 in Writing, and a median ACT score of 30. Whitman students currently have a first year retention rate of 93%, a second year retention rate of nearly 91%, and a five-year graduation rate of approximately 87%. Between 36-45% of the students participated in an off-campus study program during their time at the College during the years 2011-2016. In 2015, Whitman College was named in the *Chronicle of Higher Education* as a "top producer" of Fulbright awards for students (there were seven in 2015). One Whitman student was named a Goldwater Scholar and one received a Beinecke scholarship. The College library, one computer lab, and health care facilities are open 24 hours a day, seven days a week. The College enrolled 1,430 full-time and 40 part-time students in the Fall 2015 semester. These students hailed from 43 U.S. states and territories and 25 other nations. More than 25% were minority or international students. The average class size was 16.3 in Fall 2015 and 16.7 in Fall 2014, and the College maintained a student/faculty ratio of 8.2/1 as of Fall 2015. More than two-thirds of students live on campus. Whitman College provides financial aid — some combination of scholarships, grants, loans and/or employment — to roughly 80% of students attending the College in any given year. In 2015-16, the average need-based aid package was \$34,824.

In 2015-2016 there were 173 full-time faculty members, with a total head count of 238. Students may choose from among 47 majors and 32 minors, or they may create an Individually Planned Major (IPM). 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, the Cross-Disciplinary Learning and Teaching Initiative, and Crossroads off-campus study courses, to name a few. These programs bolster cross-disciplinary learning and curricula that encourage students and faculty to cultivate connections between different provinces of inquiry. Faculty members are experts in their fields and are devoted to student learning. They routinely collaborate with students on scholarly endeavors at levels more commonly associated with graduate students. Whitman is a recent recipient of grants from such prestigious organizations as the Mellon Foundation, National Institutes of Health, the Teagle Foundation, and the National Science Foundation. In 2013 the NSF ranked the nation's colleges for producing graduates who earn Ph.D. degrees 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. More than 40 percent of alumni regularly give to or volunteer for the College.

The 2010-2011 academic year served as a time for review of the College's mission and the development of core themes. These encompass Whitman's mission as a four-year liberal arts college dedicated to rigorous teaching, learning, and scholarship. Between 2011 and 2013 the College 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 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 core theme development and the synthesizing of information pertaining to the College's resources and capacity provided opportunities to closely examine the College's publication and planning documents and to seek congruence between the mission, resources, planning processes, and existing practices.

The Year Seven report consists of updates to the Year One (Mission and Core Themes) and Year Three (Resources and Capacity) reports, as well as an evaluation of the planning, implementation, effectiveness, improvement, mission fulfillment and sustainability standards (Standards Three, Four and Five) as they pertain to Whitman College. For the Year One revisions, each office responsible for submitting data for the indicators was consulted to decide on appropriate benchmarks and to revise any indicators that were outdated. The updates to the Year Three standards were gathered from appropriate offices and incorporated into the working document. Similarly, the Year Seven report was crafted based on consultations with various campus offices and with College leadership.

It is important to note that Whitman College has a new President as of 2015, a new Provost and Dean of the Faculty as of 2016, a new Vice President for Diversity and Inclusion as of 2015, and a new Vice President for Communications and Public Relations as of 2016. By 2017, the College will also have a new Vice President for Student Affairs and Dean of Students. Thus, five out of nine members of the President's Cabinet will have been at the College less than two years. During this period of transition in leadership, every effort has been made to ensure that strategic planning for the future of the College will be comprehensive, effective, and visionary. To that end, the Strategic Planning Committee has been constituted with broad campus representation, including members from the Governing Boards, faculty, staff, and students. Although strategic planning is just beginning, President Kathleen Murray has identified the following five priorities for the next three years, with the understanding that they will be revisited annually:

- Build and support a more inclusive community
- Enhance student learning through faculty and staff collaboration
- Organize for strategic planning
- Continue facilities planning to enhance learning and community
- Build the entering classes of 2016-2018

For 2016-2017 specifically, the President's Cabinet has set the following goals:

- Continue to build and support a more inclusive and diverse community.
- Move forward with the Living at Whitman initiative to strengthen our undergraduate residential experience.
- Make Whitman an increasingly safe campus by bolstering policies and procedures, community education, risk management, and emergency preparedness.
- Support the College's strategic planning process to maximize transparency and engagement with the Whitman community.
- Steward the college's budget in a manner that is sustainable in this period of change and prepares the college to achieve the imperatives set forth in the strategic plan.
- Ensure that Whitman's internal and external communications are consistent and advance Whitman's strategic priorities.

As these priorities are addressed, reassessed, and folded into strategic planning, the Strategic Planning Committee will deliberate with the current mission and core themes in mind. Whitman College has a strong and proud tradition of providing a liberal arts education that is among the best in the country. While maintaining that foundation, Whitman strives to stay abreast of changing technologies, global issues and innovation in teaching and research. Thus, Whitman College embarks on strategic planning with perfect timing as it respectfully submits its Year Seven Self-Evaluation. The College is perfectly poised, under new leadership, to evaluate its mission and core themes in preparation for cycling back to Year One and Standard One – Mission and Core Themes, in the coming year.



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	2015

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: 12 credits =1 FTE, less than 12 = Credits divided by 15)

Official Fall 2015 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2015-2016	One Year Prior Dates: 2014-2015	Two Years Prior Dates: 2013-14
Undergraduate	1436.4	1471.4	1513.6
Graduate			
Professional			
Unclassified	9.2	6.9	6
Total all levels	1445.6	1478.3	1519.6

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

Official Fall 2015 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2015-2016	One Year Prior Dates: 2014-2015	Two Years Prior Dates: 2013-2014
Undergraduate	1443	1478	1525
Graduate			
Professional			
Unclassified	27	20	16
Total all levels	1470	1498	1541

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.

Rank	Total Number		Number of Full Time (only) Faculty and Staff by Highest Degree Earned					
	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	33	4				2		31
Associate Professor	58	0				4		54
Assistant Professor	71	17			2	10		59
Instructor	2	32				1		1
Lecturer and Teaching Assistant	9	12			1	7		1
Research Staff and Research Assistant	1	1						
Undesignated Rank								

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	\$118,817	23.0
Associate Professor	\$92,074	13.4
Assistant Professor	\$63,825	3.8

Instructor	\$56,500	1.0
Lecturer and Teaching Assistant	\$59,590	14.7
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 30

Reporting of income:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u> </u>
Reporting of expenses:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u> </u>

BALANCE SHEET DATA

ASSETS	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 2015	Dates: 2014	Dates: 2013
Current Funds			
Unrestricted			
Cash	7,890,145	9,986,150	10,494,030
Investments	14,531,581	10,991,089	8,103,392
Accounts receivable gross	593,524	467,069	299,890
Less allowance for bad debts	(40,386)	(34,391)	(36,981)
Inventories	270,346	337,011	545,610
Prepaid expenses and deferred charges	463,741	293,602	300,365
Other (Deferred compensation)	1,416,942	1,329,360	1,125,878
Due from	4,574,672	3,722,511	4,351,338
Total Unrestricted	29,700,565	27,092,401	25,183,522
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (Accounts receivable)	17,777	0	0
Other (Contributions receivable)	2,151,071	4,061,063	4,712,567
Due from	6,036,556	8,606,183	3,386,827
Total Restricted	8,205,404	12,667,246	8,099,394
Total Current Funds	37,905,969	39,759,647	33,282,916
Endowment and Similar Funds			
Cash	3,566,548	19,725,053	9,587,111
Investments	536,457,124	511,977,918	458,946,804
Other (Contributions receivable)	19,223,997	19,657,583	14,839,658
Other (Real estate (net))	17,303,061	17,620,242	18,079,376
Other (Prepaid and Student loans)	7,714	0	32,800

Due from	0	0	0
Total Endowment and Similar Funds	576,558,444	568,980,796	501,485,749
Plant Fund			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	6,704,580	6,704,580	6,704,580
Land improvements	0	0	0
Buildings	112,664,953	114,889,285	114,002,430
Equipment	1,405,484	1,729,591	1,734,407
Library resources	684,113	392,776	804,862
Other (Collections and artwork)	1,854,258	1,410,125	1,355,031
Total investments in plant	123,313,388	125,126,357	124,601,310
Due from	27,385,277	25,704,221	24,541,172
Other plant funds (identify)	0	0	0
Total Plant Funds	150,698,665	150,830,578	149,142,482
Other Assets (Student loans)	2,973,298	3,040,614	3,012,894
Other Assets (Student loan cash)	926,525	845,212	830,701
Total Other Assets	3,899,823	3,885,826	3,843,595
Total Assets	769,062,901	763,456,847	687,754,742

Liabilities	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 2015	Dates: 2014	Dates: 2013
Current Funds			
Unrestricted			
Accounts payable	1,856,335	2,234,364	1,424,569
Accrued liabilities	5,669,355	5,696,195	4,971,853
Students' deposits	479,300	490,800	507,900
Deferred credits	824,673	1,033,328	1,042,579
Other liabilities (Deferred compensation)	1,416,942	1,329,360	1,125,878
Other liabilities (Retiree medical)	5,393,709	5,263,758	5,332,729
Other liabilities (Medical insurance termination)	958,398	918,182	879,056
Other liabilities (Salary Continuation Plan)	0	991,000	1,554,734

Due to	0	0	0
Fund balance	13,101,853	9,135,414	8,344,224
Total Unrestricted	29,700,565	27,092,401	25,183,522
Restricted			
Accounts payable	25,000	10,000	22,500
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	8,180,404	12,657,246	8,076,894
Total Restricted	8,205,404	12,667,246	8,099,394
Total Current Funds	37,905,969	39,759,647	33,282,916
Endowment and Similar Funds			
Other (Accounts payable)	229,000	778,913	215,137
Other (Mortgage payable)	251,932	667,116	1,062,093
Other (Beneficiary payable)	9,052,504	9,559,786	9,129,187
Restricted	371,468,703	362,273,745	317,349,862
Quasi-endowed	157,817,444	157,926,009	141,707,777
Due to	37,738,861	37,775,227	32,021,693
Total Endowment and Similar Funds	576,558,444	568,980,796	501,485,749
Plant Fund			
Unexpended			
Accounts payable	46,379	37,852	43,193
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (Identify)	0	0	0
Due to	0	0	0
Fund balance	81,404,774	82,794,680	80,614,576
Total unexpended	81,451,153	82,832,532	80,657,769
Investment in Plant			
Notes payable	0	0	0
Bonds payable	55,628,629	56,342,353	57,031,077
Mortgage payable	0	0	0
Other liabilities (Swaps)	12,820,000	10,880,000	10,660,000
Other liabilities (Asset retirement obligation)	798,883	775,693	793,636
Due to	0	0	0
Total Investments in Plant Fund	150,698,665	150,830,578	149,142,482
Other Liabilities (Government program and other payable)	3,459,604	3,448,717	3,433,562
Other Liabilities (Student loans due to)	257,644	257,688	257,644

Total Other Liabilities	3,717,248	3,706,405	3,691,206
Total Liabilities	136,907,148	138,480,332	131,509,020
Other fund balance (Student loans)	182,575	179,421	152,389
Fund Balance	632,155,753	624,966,515	556,245,722

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

Revenues	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 2015	Dates: 2014	Dates: 2013
Tuition and fees	68,662,906	68,500,539	62,960,599
Federal appropriations	605,086	679,824	797,295
State appropriations	60,751	49,023	53,088
Local appropriations	0	0	0
Grants and contracts	191,256	59,491	185,002
Endowment income	20,037,684	18,529,998	17,474,612
Auxiliary enterprises	9,697,406	9,641,540	9,452,817
Other (Contributions)	2,893,530	5,205,742	4,133,262
Other (Investment return)	360,503	1,471,864	1,326,425
Other (Fees and departmental revenues)	1,372,107	1,221,644	1,462,568
Expenditure & Mandatory Transfers			
Educational and General			
Instruction	25,515,765	24,973,934	23,571,613
Research	528,522	403,188	538,338
Public services	20,165	259,210	301,048
Academic support	8,868,732	8,709,622	7,961,828
Student services	9,919,579	9,907,317	8,802,289
Institutional support	10,167,975	9,657,534	9,201,525
Operation and maintenance of plant	5,113,262	4,928,205	4,691,730
Scholarships and fellowships	23,074,951	23,502,386	22,367,267
Other (Reserves)	6,217,459	2,752,430	5,998,269
Mandatory transfers for:			
Principal and interest	3,243,816	3,311,757	3,452,258
Renewal and replacements	2,024,000	1,941,000	2,289,257
Loan fund matching grants	0	0	0
Other (reserves)	0	0	0
Total Educational and General	94,694,226	90,346,583	89,175,422
Auxiliary Enterprises			
Expenditures	8,954,232	8,930,305	8,766,511
Mandatory transfers for:			

Principal and interest	0	0	0
Renewals and replacements	559,000	542,000	536,743
Other (Reserves)	184,174	169,235	149,563
Total Auxiliary Enterprises	9,697,406	9,641,540	9,452,817
Total Expenditure & Mandatory Transfers	104,391,632	99,988,123	98,628,239
Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(510,403)	5,371,542	(782,571)

INSTITUTIONAL INDEBTEDNESS

Total Debt to Outside Parties	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 2015	Dates: 2014	Dates: 2013
For Capital Outlay	55,880,561	57,009,469	58,093,170
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
SEA Semester, Woods Hole, MA	n/a	n/a	6	0
The Philadelphia Center, Philadelphia, PA	n/a	n/a	2	0
AU Washington Semester, Washington, DC	n/a	n/a	2	0
Eugene O’Neill National Theatre Institute Waterford, CT	n/a	n/a	0	0

Whitman has combined program agreements with the institutions listed below. These programs allow students to complete 3 or 4 years of study at Whitman and 2 or 3 years at the other institution. Upon completion of the program, students obtain two degrees: a BA from Whitman and a degree from the other institution, as noted.

<u>3-2 Engineering/Computer Science</u> Columbia University, New York California Institute of Technology, Pasadena, CA Washington University, St. Louis, MO University of Washington, Seattle, WA	BA/BS	n/a	16	0
<u>Forestry and Environmental Management</u> Duke University, Durham, NC	BA/MF or MEM	n/a	0	0
<u>Accelerated Law Program</u> Columbia University School of Law	BA/JD	n/a	0	0
<u>Biology-Geology-Oceanography</u> University of Washington, Seattle, WA	BA/BS	n/a	0	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

Program Name	City/Location	Country	Degree Programs	Academic Credit Courses	Student Headcount 2015-16	Faculty Headcount
Associated Kyoto Program (AKP)	Kyoto	Japan	n/a	n/a	7	
BADA: London Theatre program	London	England	n/a	n/a	1	
Budapest Semesters in Mathematics (BSM)	Budapest	Hungary	n/a	n/a	1	
CIEE: Alicante Language and Culture	Alicante	Spain	n/a	n/a	0	
CIEE: Alicante Language in Context	Alicante	Spain	n/a	n/a	2	
CIEE: Alicante Liberal Arts	Alicante	Spain	n/a	n/a	1	
CIEE: Amman Language and Culture	Amman	Jordan	n/a	n/a	0	

CIEE: Khon Kaen Development and Globalization	Khon Kaen	Thailand	n/a	n/a	1	
CIEE: Monteverde Tropical Ecology and Conservation	Monteverde	Costa Rica	n/a	n/a	1	
CIEE: Prague Central European Studies	Prague	Czech Republic	n/a	n/a	6	
CIEE: Prague Film Studies	Prague	Czech Republic	n/a	n/a	3	
CIEE: Senegal Language and Culture	Dakar	Senegal	n/a	n/a	0	
CIEE: Seoul Arts and Sciences	Seoul	Korea	n/a	n/a	0	
CIEE: Shanghai – China in a Global Context	Shanghai	China	n/a	n/a	0	
CIEE: Taipei Communication, Business and Political Economy	Taipei	Taiwan	n/a	n/a	0	
CIEE: Taipei Intensive Chinese Language and Culture	Taipei	Taiwan	n/a	n/a	0	
College Year in Athens (CYA)	Athens	Greece	n/a	n/a	0	
DIS Copenhagen	Copenhagen	Denmark	n/a	n/a	19	
Frontiers Abroad: Geology of New Zealand	Christchurch	New Zealand	n/a	n/a	2	
Hebrew University (Rothberg International School)	Jerusalem	Israel	n/a	n/a	1	
IES: Beijing Contemporary Issues in China	Beijing	China	n/a	n/a	0	
IES: Beijing Language Intensive	Beijing	China	n/a	n/a	0	
IES: Berlin Language and Area Studies	Berlin	Germany	n/a	n/a	0	
IES: Berlin Metropolitan Studies	Berlin	Germany	n/a	n/a	0	
IES: European Union Studies program	Freiburg / Various	Germany	n/a	n/a	3	
IES: Freiburg Environmental Studies & Sustainability	Freiburg	Germany	n/a	n/a	1	

IES: Freiburg Language and Area Studies	Freiburg	Germany	n/a	n/a	0	
IES: London Health Practice & Policy	London	England	n/a	n/a	1	
IES: London Theatre Studies	London	England	n/a	n/a	0	
IES: Milan - Italy Today	Milan	Italy	n/a	n/a	0	
IES: Milan Music - Tradition & Innovation	Milan	Italy	n/a	n/a	2	
IES: Nantes Semester program	Nantes	France	n/a	n/a	3	
IES: Paris French Studies	Paris	France	n/a	n/a	1	
IES: Queen Mary, University of London	London	England	n/a	n/a	1	
IES: Slade, University College London	London	England	n/a	n/a	0	
IES: SOAS, University of London	London	England	n/a	n/a	0	
IES: Study in Granada (Intermediate and Advanced)	Granada	Spain	n/a	n/a	7	
IES: Study London program	London	England	n/a	n/a	1	
IES: Study Rome Language and Area Studies	Rome	Italy	n/a	n/a	0	
IES: University College London (UCL)	London	England	n/a	n/a	1	
IES: Vienna European Society and Culture	Vienna	Austria	n/a	n/a	9	
IES: Vienna Semester Music program	Vienna	Austria	n/a	n/a	3	
IFSA Butler: Glasgow School of Art	Glasgow	Scotland	n/a	n/a	0	
IFSA-Butler: Argentine Universities Program	Buenos Aires	Argentina	n/a	n/a	2	
IFSA-Butler: Chilean Universities program	Valparaiso	Chile	n/a	n/a	0	

IFSA-Butler: Mendoza Universities Program	Mendoza	Argentina	n/a	n/a	2	
IFSA-Butler: Merida Universidad Autonoma de Yucatan	Merida	Mexico	n/a	n/a	0	
IFSA-Butler: National University of Ireland Galway (NUI)	Galway	Ireland	n/a	n/a	1	
IFSA-Butler: University of Melbourne	Melbourne	Australia	n/a	n/a	2	
IFSA-Butler: University of Oxford	Oxford	England	n/a	n/a	5	
Intercollegiate Center for Classical Studies (ICCS) in Rome	Rome	Italy	n/a	n/a	0	
Kansai Gaidai University	Osaka	Japan	n/a	n/a	0	
Mexico Solidarity Network (MSN)	Chiapas, Tlaxcala, Mexico City	Mexico	n/a	n/a	2	
Middlebury: Getafe Universidad Carlos III de Madrid	Getafe	Spain	n/a	n/a	0	
Middlebury: Madrid Sede Prim	Madrid	Spain	n/a	n/a	1	
Middlebury: Studies in Paris program	Paris	France	n/a	n/a	1	
Middlebury: Universidad de Cordoba	Cordoba	Spain	n/a	n/a	0	
SFS: Australia Tropical Rainforest Studies	Cairns	Australia	n/a	n/a	0	
SFS: Costa Rica Sustainable Development Studies	Atenas	Costa Rica	n/a	n/a	0	
SFS: Panama Tropical Island Biodiversity and Conservation	Bocas del Toro	Panama	n/a	n/a	0	
SFS: Tanzania Wildlife Management Studies	Rhotia	Tanzania	n/a	n/a	6	

SFS: Turks and Caicos Marine Resource Management	South Caicos	Turks and Caicos	n/a	n/a	1	
SIT: Australia Sustainability and Environmental Action	Byron Bay	Australia	n/a	n/a	3	
SIT: Chile Public Health, Traditional Medicine, and Community Empowerment	Arica	Chile	n/a	n/a	3	
SIT: Ecuador Comparative Ecology and Conservation	Quito	Ecuador	n/a	n/a	5	
SIT: Ecuador Development, Politics, and Languages	Quito	Ecuador	n/a	n/a	1	
SIT: India Sustainable Development and Social Change	Jaipur	India	n/a	n/a	4	
SIT: Indonesia Arts, Religion, and Social Change	Bedulu, Bali	Indonesia	n/a	n/a	5	
SIT: Madagascar Biodiversity and Natural Resource Mgmt	Fort Dauphin	Madagascar	n/a	n/a	1	
SIT: Morocco Migration and Transnational Identity	Rabat	Morocco	n/a	n/a	4	
SIT: Nepal Development and Social Change	Kathmandu	Nepal	n/a	n/a	2	
SIT: Nicaragua Youth Culture, Literacy, and Media	Managua	Nicaragua	n/a	n/a	0	
SIT: Serbia Peace and Conflict Studies in the Balkans	Belgrade/Vari ous	Serbia, Bosnia & Kosovo	n/a	n/a	1	
SIT: South Africa Community Health and Social Policy	Durban	South Africa	n/a	n/a	0	
SIT: Vietnam Culture, Social Change, and Development	Ho Chi Minh City	Vietnam	n/a	n/a	0	

Studio Art Centers International (SACI)	Florence	Italy	n/a	n/a	0	
Syracuse University (SU Abroad)	Florence	Italy	n/a	n/a	1	
University of East Anglia	Norwich	England	n/a	n/a	3	
University of Otago	Dunedin	New Zealand	n/a	n/a	6	
University of St Andrews	St Andrews	Scotland	n/a	n/a	7	
Whitman Summer Studies in China	Kunming	China	n/a	4	9	2
Asian Studies Silk Roads Field Course	Xi'an	China	n/a	4	14	2

Preface

Brief Update on Institutional Changes Since the Last Report

NWCCU Accreditation for Whitman College was reaffirmed in 2013, based on the College's submission and the Commission's approval of the Year Three Report.

The College has undergone a few important changes since the last evaluation by the Commission, outlined below:

1. **Capital campaign.** Whitman has completed the *Now Is the Time Campaign* to secure the resources necessary to perpetuate and build upon Whitman's historic strengths. This major capital campaign was focused on three specific areas: a) enhancing the academic program; b) improving access and affordability through scholarship support; and c) strengthening the financial base of the College. The overall goal of \$150 million was surpassed by more than \$15 million, with a final total of \$165.7 million. The goals for each of the three more specific areas were met and surpassed as well.
2. **New leadership.** Whitman has had significant changes in key leadership positions. A new President, Kathleen M. Murray, was appointed in 2015. A new Provost and Dean of the Faculty, Alzada J. Tipton, was appointed in 2016. A new Vice President for Communications and Public Relations, Joshua Jensen, was appointed in 2016. Finally, a new Vice President for Diversity and Inclusion, Kaziputalimba Joshua, was appointed in 2015. This position is new at Whitman, and its cabinet-level status reflects Whitman's commitment to diversity, inclusion, and issues of access and affordability.

With the significant turnover in leadership comes a new era of strategic planning. As of the writing of this report, the College is still in the "planning to plan" stage, but meetings and consultations with various campus constituencies has been ongoing and steady. (Update as of 1/11/2017: The Strategic Planning Committee is now established, meeting regularly and establishing themes.)

3. **Diversity and Inclusion.** The Vice President for Diversity and Inclusion has co-chaired the Whitman Inclusion, Diversity and Equity (WIDE) Council. The council has broad campus representation and has drafted a Diversity Strategic Plan which will be folded into the overarching campus strategic planning process. Beginning in 2013, students at Whitman have led efforts to institute the Power and Privilege Symposium, a day-long, campus-wide event hosting student-run panels and workshops. This symposium has strong support from the faculty, who have voted to cancel classes for the entire day each year the symposium has been held. This very successful event has become an annual occasion for the campus to discuss, engage with, and confront difficult issues of power and privilege. In addition, Whitman's Intercultural Center (IC) has been reorganized to better serve students. The IC has now fused with the office of Religious and Spiritual Life and has two assistant directors, who work intimately with the International Student and Scholar Adviser and the IC Program Adviser. The IC has a robust programming agenda that keeps ongoing issues alive and at the forefront of the campus community.

Whitman College recently instituted the Summer Fly-In Program. The program is designed for first-generation and working-class students, with the aim of easing the transition to college life. For more information, see <https://www.whitman.edu/newsroom/whitman-magazine/whitman-magazine-summer-2016/wm-campus-news-summer-2016/second-summer-fly-in-program>.

4. Physical facilities. The Living at Whitman Initiative is a plan to build a new sophomore residence hall and an all-campus dining facility. Fundraising for the project is ongoing, and preliminary preparations have been proceeding, including finalizing construction documents and obtaining bids and building permits, relocation and salvage of structures currently on the construction site, and authorization from the governing board to issue debt.

A Whitman-owned building adjacent to campus (until recently rented and occupied by the Department of Social and Health Services) is currently under renovation and will be the new home for Whitman College Technology Services offices. WCTS is currently housed in both Olin Hall and Hunter Conservatory, so this project will both free up academic space in those buildings and also consolidate WCTS personnel under one roof.

5. Academic programs. The College has made changes to certain academic programs since 2013. The Math department has become the Department of Mathematics and Computer Science, and three new tenure lines were added in the Computer Science area. There is not yet a Computer Science major, but a new major is in the planning stages (update: the Computer Science major was approved in fall 2016). The two non-tenure-track faculty lines in Dance were consolidated into a new tenure line supplemented by one or more visiting positions. The program in Dance was folded into the Theatre department to yield the Department of Theatre and Dance.

Response to Recommendations/Issues by the Commission

In 2013, Whitman College received a reaffirmation of its accreditation status by the NWCCU by virtue of a successful Year Three Report and virtual site visit. The College also received two recommendations. In the first, “The Evaluation Committee recommends that Whitman College document its current practices to endure full compliance with NWCCU standards by publishing human resource policies and procedures relevant to *student* employees with greater intention and clarity and by ensuring that all human resources policies are reviewed on a regular schedule (Standard 2.A.18).” The College has now published a *Student Employment Handbook*, which is available via the “Student Employment” tab on both the Human Resources web page and the Student Life web page.

The second recommendation was, “While the Evaluation Committee acknowledges Whitman College’s statement that “actual measurement of success of these benchmarks... will not occur until...2017,” (pg. 14, Year 3 Report), the Committee recommends that Whitman College not only revisit its decision to set several of its benchmarks at “maintain,” but also articulate a comprehensive process used to establish any institutional benchmarks of accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).” Since receiving this recommendation, Whitman has reviewed and revised its benchmarks for the indicators of fulfillment of its core themes and objectives. Further, Whitman has articulated a threshold of meeting institutional benchmarks that represents a level sufficient to indicate mission fulfillment. These revisions appear in the updated version of Standard One – Mission and Core Themes, contained herein.

Special Note

The original dates of Whitman’s Year Seven evaluation and site visit were November 7-9, 2016. In June 2016 these dates were revised by the NWCCU to March 29-31, 2017. Upon consultation with NWCCU, it was mutually agreed that Whitman would retain the original data from 2015-2016 that were used to construct the report with the initial dates in mind.

Standard One – Mission, Core Themes and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

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 institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

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.

1.A – Mission

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: <https://www.whitman.edu/about/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 **a premier liberal arts college that combines academic excellence with a supportive Northwest culture and an engaging community**. The College is rigorous, forward thinking, collaborative and inclusive, and devoted to engagement and the 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 through existing planning enterprises, which in turn are informed by documents that are fundamentally rooted in the mission statement. This interpretation happens primarily in the President’s Cabinet’s ongoing review, revision and implementation of the Whitman College Strategic Plan (2010 and subsequent updates). In this process, the President’s Cabinet participates in continual and concomitant development, revision, and implementation of the items contained within the strategic plan, demonstrating an intentional and iterative assessment of the College’s mission. Note that Whitman College is embarking on a new phase of strategic planning as of this writing. Most of what is written here pertains to processes that were in place through 2015, with the acknowledgement that new procedures (and ultimately a new strategic plan) will govern the College henceforth.

The Whitman College Strategic Plan, originally drafted in 2010 and updated and renewed annually by the President’s Cabinet, 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 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, and 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 achievement of core theme 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 mission fulfillment, from program to institutional level. All planning processes at the College outline 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 expressed as the achievement of core theme objectives, defined as meeting or exceeding appropriate benchmarks for relevant indicators, which are identified under the three core themes discussed below, and which are consistent with the College’s strategic plan objectives. The College will have fulfilled its mission when 90% of the benchmarks for all core theme objectives have been met. The sustainability of these efforts will be ensured via College planning processes as discussed in Standard Three.

The assessment of the 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. Specifically, the President’s Cabinet annually assesses progress toward meeting strategic plan objectives, and the elected faculty Committee of Division Chairs (with the Provost and Dean of the Faculty serving as chair) annually assesses progress toward fulfillment of academic initiatives. Offices housed within Student Affairs regularly assess progress toward objectives, as do numerous other constituencies on campus. The assessment of the indicators contained within the core themes is a collaborative effort among existing College leaders, the Assessment Committee, the Office of Institutional Research, and personnel who manage the actual tasks and measurement associated with any particular indicator. 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 are implemented only after this vetting process. The indicators, and benchmarks thereof, contained within the core themes are 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 acknowledge that there are many connections and overlaps between indicators and across objectives and core themes. Mission fulfillment therefore depends on the success of an integrated web of objectives and benchmarks that talk across core themes. Core themes should be viewed as an assimilated and cohesive whole rather than as stand-alone silos of achievement.

1.B – Core Themes

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: A culture of rigorous, innovative, intellectual and creative vitality thrives.

1. A culture of rigorous, innovative, intellectual and creative vitality thrives.		
Indicator	Rationale	Benchmark
a. Rigorous teaching and professional activity guidelines for promotion, tenure, and awarding endowed professorships for faculty. The College scholarship guidelines are supplemented and refined in department/program-specific guidelines.	Whitman hires new faculty with the intent to retain and tenure; rigorous screening occurs during the search process. Only candidates deemed capable of fulfilling teaching and scholarship requirements are interviewed. Once hired, there are copious faculty development opportunities and a thorough process of review and evaluation to assist with timely progress toward tenure and promotion. A teacher-scholar model requiring faculty members to be well-versed in the disciplines about which they teach, advise, and engage in research, ensures a cadre of highly qualified faculty who contribute to student learning and the larger research and teaching community.	High standards during initial search process; a formal review at year 3; an informal review at year 2; review for tenure and promotion at year 6; voluntary participation in Whitman's Mentoring Program; faculty development programming; periodic reviews of faculty every 5 years post-tenure.
b. Broad participation by faculty in activities related 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 both internal programming and external opportunities. Availability of opportunities and breadth of involvement in them, from across academic divisions and career stages, indicates faculty engagement in teaching, as well as provides groundwork for student learning outcomes in the major and for general education. In addition, these opportunities demonstrate the College's commitment to a culture of faculty development over time in a community with other teachers.	Meet or exceed 70% faculty participation in at least one (internal or external) teaching development activity in a two-year period. Also, the College will sponsor at least two faculty learning communities each year.
c. Faculty professional activity accomplishments	Because the 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) can indicate the strength of the College's engagement with and contribution to scholarship and, therefore, to intellectual vitality.	Sufficient professional activity as necessary to achieve tenure and promotion. Voluntary contribution to the Faculty Scholarship Guide gives a robust representative sample of faculty work. See https://webapp.whitman.edu/scholarship/

<p>d. Co-sponsored academic, creative, and co-curricular events on campus available to faculty, staff, students, and the larger community.</p>	<p>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. A representative sample of events is a good indication of the success of this kind of culture.</p>	<p>Provide resources and capacity for speakers, workshops and cultural events through endowed funds, President's office, Provost's office, grants, student Whitman Events Board, etc. Browse at: https://calendar.whitman.edu/calendar/month/2016/3 for representative samples.</p>
<p>e. Student Research: Whitman Undergraduate Conference (WUC) participation; presentation at professional conferences; survey responses: HEDS Senior Survey Q 8m; NSSE Q11e; HEDS First Destination Q78; robust institutional commitment to support student-faculty research</p>	<p>The Whitman Undergraduate Conference (WUC) is a public display of student scholarly pursuits and student-faculty collaboration. Student research is robustly supported through internal and external grants, and support for student travel to conferences and to research sites is supported by the Provost's office. Students and recent alumni perceptions of the value of participating in original research with faculty is an important indicator of its value.</p>	<p>Participation in annual WUC to meet or exceed 200 students; meet or exceed 50% seniors report participating in collaborative research with faculty (NSSE); meet or exceed 70% students and recent alumni state that collaborative research with faculty significantly impacted their growth and development (HEDS); meet or exceed 60 students per year supported for research-related travel; meet or exceed 45 students per year supported for research with faculty via internal grants.</p>
<p>f. Residence Life Learning Outcome "Persistence and Academic Achievement" outcome</p>	<p>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.</p>	<p>Meet or exceed 90% "agree/strongly agree" on the question "Living on campus has contributed positively to my educational experience at Whitman."</p>

2. Students develop capacities to analyze, interpret, criticize, and see connections among a broad array of liberal arts and sciences.		
Indicator	Rationale	Benchmark
a. Number of departments and programs represented in undergraduate coursework outside the major	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 outside the major for graduating seniors.
b. Course-embedded General Studies grading policies	Distribution Requirements (DR) are designed to provide a broad general education for students. Courses that fulfill Distribution Requirements meet General Studies learning goals that correspond to their content.	Grading policies assess competence and achievement of course, department, and General Studies learning goals. All students must complete DR to graduate. This indicator is supported by the 5-year >85% graduation rate.
c. Common first-year course completion. Additional information from Question 15a on CIRP College Senior Survey regarding student satisfaction with general education or core curriculum courses.	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.	Nearly 100% of students (with minimal exceptions based on transfer student policies) complete the Encounters course. Meet or exceed 75% students answer either “satisfied” or “very satisfied” on CIRP CSS survey.
d. Cooperative Institutional Research Program (CIRP) College Senior Survey Question 14a & 14g; also NSSE Questions 2a and 2g and HEDS Senior Survey Question 4h.	Nationally normed surveys with high response rates of Whitman students can be helpful in indicating objectives. Specifically, the questions “Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas: General knowledge? Critical thinking skills?” are useful for assessing whether students perceive mastery in their own breadth of learning.	Meet or exceed a mean of at least 4.25 on the 5- point scale for each CIRP CSS question. Meet or exceed 75% "very often" or "often" in response to NSSE 2a and 2g and also to HEDS Senior Survey question 4h.

3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study.		
Indicator	Rationale	Benchmark
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 (SAM) advising and evaluation. If students pass the senior assessment in the major, they have demonstrated possession of sufficient in-depth knowledge in a major field of study.	Faculty evaluation of Senior Assessments in the Major reflect department standards of Achievement that capture student learning goals, and all students must complete in order to graduate. This benchmark is supported by the >85% five-year graduation rate.
b. Major-specific alumni survey data on breadth of post-graduate experience and connection to major study; HEDS First Destination Survey Q's 14a and 32a also informative	Each major program undergoes a rigorous external review roughly every 10 years. Each time a program is thus reviewed, program alumni are surveyed about their post-graduate experiences, which can be assessed for breadth and connection to the major. The survey questions allow recent alumni to reflect on the relative connection of their job or graduate program to their undergraduate 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. Meet or exceed 50% of recent alumni who indicate that their post-graduate job or graduate study experience relates to their undergraduate major.
c. CIRP College Senior Survey question 14b regarding "knowledge of a particular field or discipline." The extent to which undergraduate research experience contributed to in-depth knowledge is also informed by Q8m of the HEDS Senior Survey; NSSE Q11e; and HEDS First Destination Survey Q29k.	The CIRP College Senior Survey includes the question "Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas: knowledge of a particular field or discipline." 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. Student/faculty research is another indicator of acquisition of depth of knowledge, in this case through original research. The HEDS Senior Survey and HEDS First Destination Survey questions capture the importance of direct collaboration with faculty on original research and the acquisition of in-depth knowledge of a particular field.	Meet or exceed a mean of at least 4.25 on the 5-point scale for the CIRP CSS question regarding strength and ability in a particular field or discipline. Meet or exceed 85% "very much" or "quite a bit" on HEDS Q 8m (extent to which research with faculty has contributed to learning and personal development); meet or exceed 50% "done/in progress" or "plan to do" collaborative research on NSSE question. Meet or exceed 40% "helpful" or "very helpful" on First Destination Survey Q 29k re: whether participation in research with faculty was helpful in graduate or professional school admission.

4. Students develop effective oral and written communication skills in a variety of forms.		
Indicator	Rationale	Benchmark
a. Department and Program Senior Assessment in the Major is one 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.	Students must pass oral and written and/or performative components of the Senior Assessment in the Major at minimum departmental standards or higher in order to graduate. 100% of seniors have a capstone experience (thesis, written exam, and/or oral exam/defense).
b. Written and Oral Communication Initiative (WOCI) participation rates	WOCI is an initiative that enhances the curriculum through the Winter First-Year Writing Workshop, the English Language Fellows (ELF) program for international students, and the employment of upper-level students as Writing Fellows in specific courses. Participation in these programs can indicate whether efforts towards improving writing have momentum on campus.	Meet or exceed 55 courses/year that employ Writing Fellows; meet or exceed 15 students/year in the Winter First-Year Writing Workshop; meet or exceed an average of 15 students/semester in ELF program.
c. First-year common course writing requirement	All incoming students complete a two-semester common course called "Encounters," which covers written communication. Successful completion indicates effective written communication skills. Writing Center Director conducts faculty workshops on writing pedagogy.	Minimum 16 pages of writing per semester. Struggling students referred to Winter First-Year Writing Workshop. Must pass all assignments to pass course.
d. Student self-evaluation of growth in writing and speaking skills. NSSE Q's 17a and 17b; CIRP College Senior Survey Q18r; HEDS Senior Survey Q's 6f and 6g.	Oral and written communication are assessed by student self-evaluation, in addition to direct evaluation by faculty.	75% "very much" or "quite a bit" on NSSE Q's. 75% "highest 10%" or "above average" on CIRP CSS. 75% "very much" or "quite a bit" on HEDS Senior Survey Q's
e. Whitman Undergraduate Conference (WUC) presentation; senior oral examinations and presentation/defense of theses.	Participants in the Whitman Undergraduate Conference are coached in oral presentation skills by student coaches trained in the Written and Oral Communication Initiative (WOCI) Coaches Program. Senior thesis presentations/defenses are coached and advised by faculty.	90% of WUC student presenters receive coaching by WOCI-trained student coaches. 100% of thesis presentations are advised.

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
g. CIRP Senior Survey Q10; NSSE Q's 15b; HEDS Senior Survey Q7 indicate the breadth of student co-curricular experiences; HEDS Senior Survey Q8 indicates the impact of the co-curriculum on student learning and personal development.	The College emphasizes personal growth and student development outside the classroom as well as inside. Participation in co-curricular activities is one way to gain leadership experience, increase one's capacity to be an effective member of a team, and to develop connections between different aspects of the co-curriculum (e.g. intercollegiate athletics, intramural athletics, student government, Greek life, clubs, out-of-classroom academic experiences, and service projects), as well as connections between the co-curriculum and the academic program.	At least 50% of seniors checked at least 3 co-curricular choices on CIRP CSS question. At least 80% checked 1-5 hours on NSSE Q15b. At least 75% checked "often" or "very often" on 3 or more of the 17 choices on HEDS Senior Survey Q7. At least 70% checked either "very much" or "quite a bit" on at least 3 choices on HEDS Senior Survey Q8.
h. Student Academic Advisers, Resident Advisers, residence hall residents and internship recipients participate in reflective exercises and surveys.	Student Academic Advisers, Resident Advisers, residence hall residents, and internship recipients participate in ongoing reflection exercises (e.g., letters to selves, participation in next year's selection process, feedback meetings, and exit interviews) that indicate how their experiences have changed them, and the relevance of their experiences for future academic aspirations or careers. Staff in the Academic Resource Center, Residence Life, and Student Engagement Center work with these students continuously to ensure that personal growth and goal-setting are assessed.	The process of self-reflection and assessment of personal growth and goal-setting housed in the ARC (for all Student Academic Advisers), Residence Life (for Resident Advisers and residence hall residents) and the Student Engagement Center (for all students who complete internships) will be continued, with robust student participation. In addition to personal use, surveys, self-reflections, and discussions are used to guide future programming and training.
i. Student Engagement Center's survey for senior internship grant recipients	The Student Engagement Center's survey contains self-reflection questions about internship experiences and their impact on future career goals and creation of networking contacts.	Meet or exceed 80% "yes" to internship influencing career goals; meet or exceed 80% "yes" to internship establishing networking contacts.
j. Quality of Life and Learning Survey (QLLS) Civic Engagement Scale	Level of agreement with seven items on the Whitman QLLS Civic Engagement Module captures 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) on 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) on at least 6 of the 10 items.
2. Students gain leadership experience through participation in co-curricular activities.		
Indicator	Rationale	Benchmark
a. Greek Award for Excellence interviews	The Office of Associate Dean of Students and College Faculty Code require annual written and oral reports on the sororities’ and fraternities’ philanthropic, educational, leadership, organizational, etc. efforts in 11 areas. These reports are assessed by a team of faculty and staff, and Greek groups must pass a minimum standard in all 11 areas to be awarded the highest accolade, the Greek Award for Excellence.	All four sororities and all four fraternities will meet or exceed the minimum standard in at least two of the eleven areas.
b. Participant evaluations of Outdoor Program trips.	All students who participate in Outdoor Program trips that are led by student leaders have the opportunity to opine on whether the leadership style of the student leaders was effective and rate it on a scale from 1 to 5.	At least 95% of participants on Outdoor Program trips will agree that the leadership style of their leaders was effective and the average ranking will be at least 4.5.
c. Power and Privilege Symposium	Student-organized and student-led, this annual symposium develops leadership skills such as: organization, delegation, problem-solving, engagement, appropriate challenges to others’ opinions, time management and reflection.	Subjective discussions with and observations by the staff advisors for the student Power and Privilege leadership team.
d. Student leadership awards and opportunities and resources for student leadership development	Whitman College provides many opportunities for students to become involved in leadership roles. The College provides resources for leadership training and mentoring. The College shows that it values and rewards outstanding leadership by nominating and selecting exemplary student leaders every year.	Ongoing resources, opportunities and leadership development programming; the Colleen Seidelhuber Willoughby Award for Excellence in Student Leadership (female); the Robert W. Graham Award for Excellence in Student Leadership (male).

e. Office of Grants and Fellowships student application advising	Students and alumni who are motivated to apply for grants, scholarships and fellowships are advised and otherwise assisted with their applications for awards to expand scholarship and develop leadership in their areas of interest and experience. Self-reflection, career plans and life goals are emphasized in the advising sessions.	Advising is available to all students and alumni who contact the office for counsel. Advice is given on full files, but in particular on project proposals and personal statements. Applicants receive coaching for interviews and are tasked to reflect on career and leadership goals.
3. Students synthesize classroom and out-of-classroom learning.		
Indicator	Rationale	Benchmark
a. Student Engagement Center's survey for internship grant recipients	The Student Engagement Center's survey contains self-reflection questions about internship experiences and their connection with students' academic work.	Meet or exceed 50% "yes" to question inquiring whether internship was related to academic major or minor.
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 often 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.	Maintain or increase current levels of funding for research, travel, and presentation and publication opportunities. Meet or exceed 50% "done or in progress" or "plan to do" on NSSE Q11e regarding work with a faculty member on a research project. See also Core Theme I.3.c and Core Theme 1.1.e.
d. Question 2.g. on National Survey of Student Engagement (NSSE)	This question asks students how often they make connections between ideas from their courses to their prior experiences and knowledge.	Meet or exceed 85% "very often" or "often"

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 a diverse community of students, staff and faculty	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 intellectual and personal growth are enriched because of our differences.	Meet or exceed 20% diverse student population (from traditionally underrepresented groups). Strive for diversity in hiring staff and faculty by strategic advertising and ensuring a diverse pool of qualified applicants (see also III.1.d.).
b. Intercultural Center 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. The Glover Alston Center provides a safe space for meaningful conversation and interaction regarding intercultural issues. Meaningful programming is one part of the efforts through which the College demonstrates commitment to diversity.	Coordinated efforts of the co-Directors of the Intercultural Center (one of whom serves Religious and Spiritual Life) and the International Student Advisor sponsor or co-sponsor 30 formal, carefully vetted events per year, in addition to facilitating many more spontaneous, informal events. These events support culture and identity on campus.
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 departments and programs that offer courses that count for this can indicate the far-reaching breadth of this element of student learning.	Meet or exceed 50% of departments and programs offering courses in this area

d. Faculty, Staff, and Student diversity recruitment efforts	The College's commitment to diversity is evident in its admission and hiring expectations and processes, which result in the presence of diverse populations in all constituencies	Gap-covering admission policy for 2015-16 (modified for 2016-17); faculty searches secure diverse applicant pools; candidates required to address diversity/inclusiveness; staff vacancies strategically advertised. All search chairs receive diversity training. See also Core Theme III.1.a.
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.	NW5C participation is ongoing; institutional leaders attend professional development events, including the President, Provost, President's Cabinet members, Associate Deans of Faculty and Students, Registrar, Director of Human Resources, Director of the Library, etc.
b. Cross-Disciplinary Learning and Teaching Initiative (CDLTI) and Interdisciplinary Teaching and Learning (ITL) grants	The CDLTI and the ITL grants offer faculty development opportunities to collaborate across departments in the form of seminars, pedagogical development, and course development.	Each CDLTI workshop is evaluated by every participant; coordinator provides overall assessment. ITL applications are evaluated by committee for innovation and rigor.
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. This benchmark may be reconsidered in the future.

<p>d. College committees and processes have robust cross-constituency representation</p>	<p>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.</p>	<p>Committees with cross-campus membership include (but are not limited to): Curriculum, President's Council, Safety, Budget Advisory, Board of Trustees committees, Student Life, Off-Campus Studies, Athletic, etc. When committees are formed, broad representation is key. Many elected and appointed faculty committees have student representatives.</p>
<p>3. Connections to communities beyond Whitman are fostered.</p>		
<p>a. Curricular community-based teaching, learning, and research opportunities and participation</p>	<p>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.</p>	<p>Several 'flagship' courses have been long-standing: Semester in the West, State of the State for WA Latinos, and U.S.-Mexico Border Program, for example. Opportunities to expand beyond these are being explored, e.g. Foodsystems Northwest, with NW5C collaboration, and new funding for "Whitman Crossroads" courses.</p>
<p>b. Summit/Cascade Library Alliance and/or Interlibrary Loan use rates</p>	<p>Penrose Library serves as a bridge between the 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.</p>	<p>Use of Summit and/or Interlibrary Loan materials will be at a minimum 5% greater than at other peer institutions (NW5C and Panel of 13).</p>

<p>c. Off-Campus Study participation rates</p>	<p>Students who study abroad often bring ideas from their Whitman courses into their study abroad courses and vice versa; they 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.</p>	<p>Meet or exceed a mean of 38% participation rates by third-year students</p>
<p>d. Post-graduate grants and fellowships</p>	<p>Receipt of merit-based undergraduate and post-graduate grants, scholarships and fellowships (such as Udall, Watson, Fulbright, Truman), measures the rigor and breadth of learning, within & beyond the classroom, that Whitman students receive. These successes signal the preparedness and commitment that Whitman students possess to effect positive change in the broader community.</p>	<p>80+ fellowship and grant programs foster opportunities for cultural engagement with the broader community. ~70 students and alums apply for awards that serve wide community and global objectives.</p>
<p>e. Visiting Educator (V.E.) and O'Donnell (O'D) endowed lectureships</p>	<p>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.</p>	<p>Funding and application process for V.E. and O'D are announced bi-yearly. Applications are reviewed by relevant committees to assure quality, breadth and depth of guest presentations, and their availability to campus and the broader community.</p>
<p>f. Member & participant in the American Assoc. for the Advancement of Sustainability in Higher Education, the Sustainability Partnership for the Northern Rockies, and WA Higher Education Sustainability Coalition.</p>	<p>Whitman College is a member of several organizations that prioritize efforts toward campus and community sustainability with regard to environmental responsibility. These memberships symbolize 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.</p>	<p>Continue with campus efforts for environmental sustainability; encourage more student participation in sustainability efforts. See 2016 Campus Sustainability Report for progress toward carbon neutrality and campus-wide sustainability efforts.</p>

Standard Two – Resources and Capacity

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

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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 all its forms. In its admission, educational, and employment practices, programs, and activities, Whitman College does not discriminate on the basis of race, color, sex (including pregnancy and parenting status), gender, gender identity or manifestation, genetic information, sexual orientation, religion, age, marital status, national origin, disability, veteran's status, or any other basis prohibited by the Civil Rights Act or Title IX and applicable federal, state, or local laws. Inquiries regarding sex, gender and disability discrimination may be directed to the Title IX/Title II and 504 Administrator, Julia Dunn (Dean of Students Office, 325 Memorial, 345 Boyer Avenue, Walla Walla, WA 99362; 509-524-2049; titleix@whitman.edu) or, to the Department of Education Office for Civil Rights (951 Second Avenue, Room 3310, Seattle, WA 98174; 206-607-1600). All other inquiries can be directed to the Director of Human Resources, Dennis Hopwood (509-527-5172; hopwoodt@whitman.edu). (Adopted November 2016).

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 with oversight over research using human and animal subjects protect the rights of people and ensure 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 up to 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. Kathleen M. Murray, was appointed by the Board of Trustees July 1, 2015. Dr. Murray 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 Alumni Relations; Dean of Admission and Financial Aid; Vice President for Student Affairs and Dean of Students; Treasurer and Chief Financial Officer; Provost and Dean of the Faculty; Vice President for Communications and Public Relations; Vice President for Diversity and Inclusion; Chief Information Officer; and the elected Chair of the Faculty — constitute the President's Cabinet, which oversees all aspects of the College's administrative and support services in consultation with the President. 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-five percent of the tenure-track faculty hold terminal degrees in their respective fields. The tenure-line faculty are augmented by a number of qualified long-term lecturers and adjunct faculty as well as visiting faculty. 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 2015 student/faculty ratio is 8.2 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 47 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 — 54% 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, the courses of study available at the College, information on administrators and faculty, and financial aid information are all available to the public. Information about the academic enterprise can be found in the *Catalog of the College*, and 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 \$514.7 million, as of June 30, 2015. 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 annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the 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.

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 governing board members, senior administrators, faculty, and staff.

The governance of the College and the relationships between the governing boards, 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 in 1989, 1996, 1997, 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 on-line in the following places:

- <https://www.whitman.edu/about/mission-statement/charter>
- <https://www.whitman.edu/about/mission-statement/constitution>
- <https://www.whitman.edu/about/mission-statement/by-laws>
- <https://www.whitman.edu/provost/faculty-governance/faculty-code>
- <https://www.whitman.edu/provost/faculty-governance/faculty-handbook>
- <https://www.whitman.edu/human-resources/faculty/staff/staff-handbook>
- <https://www.whitman.edu/academics/academic-resource-center/handbooks-planners-and-resources/student-handbook>
- <http://goaswc.org/wp-content/uploads/2016/02/ASWC-Constitution.pdf>
- <http://goaswc.org/wp-content/uploads/2016/02/ASWC-By-Laws-06-03-15.pdf>

and as Exhibit 2.A.1a (*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 shared 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 Cabinet, meets every week and begins each academic year with a planning retreat.
- 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, the Associate Dean for Academic Affairs, and the Chief Diversity Officer, meets at least weekly.
- The Curriculum Committee, which is chaired by the elected Chair of the Faculty, includes two faculty members 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 Curriculum and Registration Analyst, 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, students, and one trustee, 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 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 and President's Cabinet members meet with director-level staff in a monthly President's Council meeting.
- The President hosts a faculty and staff meeting after each Trustee meeting to share highlights of the meetings and answer questions. The President also 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.
- 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. Weekly meetings of the President's Cabinet 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 Cabinet 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, including making the website more useable from mobile devices. 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 designated an Associate Dean for Academic Affairs position in the Office of Provost and Dean of the Faculty with responsibility for administering and monitoring assessment processes within the academic program, and with monitoring compliance with the NWCCU Standards and policies and external mandates, 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. Prior to the reorganization of the Office of Provost and Dean of the Faculty and the formalization of the Associate Dean for Academic Affairs position, the Accreditation Liaison Officer duties were performed by either an Associate Dean of the Faculty or an Assistant Dean of the Faculty.

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

2.A – 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.

The Board of Trustees has 18 authorized positions. There are currently 15 members of the Board. 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 approximately 50-60, “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
- Development Committee
- Diversity Committee
- Enrollment Committee
- Farm Committee
- Investment Committee
- Nominating Committees
 - Overseers' Nominating Committee
 - Trustees' Nominating and Governance Committee
- Student Life Committee
- 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.1a. The publicly-accessible online resources pertaining to Board information, including the meeting calendar and committee membership, can be found at <https://www.whitman.edu/about/leadership-and-organization/governing-boards/committees>.

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 (2015-16) Trustee Members

Bradley M. McMurchie '84, Portland, OR-Chair
Nancy B. Serrurier, Woodside, CA-Vice Chair
Janice M. Abraham, Chevy Chase, MD
Megan Ferguson Clubb '79, Walla Walla, WA
John C. Coleman, Jr. '73, Napa, CA
Joseph Davis '80, San Francisco, CA
Richard Fade, Medina, WA
Barbara Feigin '59, New York, NY

Stephen Hammond '79, Potomac Falls, VA
James R. Moore '66, Salt Lake City, UT
Dean A. Nichols '70, Edmonds, WA
David Nierenberg, Camas, WA
Denise G. Tabbutt '87, Seattle, WA
Sarah Wang '89, Honolulu, HI
William B. Way '80, 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 in 1989, 1996, 1997, 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 I*). 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.

2.A – 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

Kathleen M. Murray

Bachelor of Music, Illinois Wesleyan University, 1979

Master of Music, Piano Performance, Bowling Green State University, 1982

Doctor of Music, Piano Performance and Pedagogy, Northwestern University, 1989

Appointed 2015

The current senior administrative staff include:

Provost and Dean of the Faculty

Alzada J. Tipton

B.A. English, Johns Hopkins University, 1987

M.A. English, Duke University, 1989

Ph.D. English, Duke University, 1994

Appointed 2016

Treasurer and Chief Financial Officer

Peter W. Harvey
B.A. Political Science, Whitman College, 1984 CFA 2000
Appointed 1998

Vice President for Development and Alumni 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

Vice President for Student Affairs and Dean of Students

Charles Cleveland
B.S. Sociology, Arizona State University, 1969
M.A. Sociology, Arizona State University, 1972
Appointed 1994

Vice President for Communications and Public Relations

Joshua J. Jensen
B.M. Music Education, University of Hartford, 1999
M.B.A. MIT Sloan School of Management, 2004
Ph.D. Higher Education, Boston College
Appointed 2016

Vice President for Diversity and Inclusion

Kaziputalimba Joshua
A.A. Liberal Studies, Community College of Vermont, 1989
B.A. Politics and Philosophy, Trinity College of Vermont, 1991
M.A. Justice and Peace, Maryknoll School of Theology, 1993
M.A. Philosophical Theology, Yale University, 1995
Appointed 2015

Chief Information Officer

Dan Terrio
B.A. Mathematics, Augsburg College, 1990
Appointed 2011

The President and the senior administrative staff plus the elected Chair of the Faculty and the Senior Assistant to the President form the President's Cabinet, which meets every week during the academic year.

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. Kathleen M. Murray became Whitman College's 14th president on July 1, 2015. She holds the position full time. She succeeds Dr. George Bridges, who held the Presidency of the College for ten years from 2005 to 2015. Dr. Murray does not serve as the chair of the Whitman College Board of Trustees. Her qualifications are listed above, and her biography is accessible at <https://www.whitman.edu/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 three to four times per semester 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 charts of the offices of the College are accessible at: <https://www.whitman.edu/about/leadership-and-organization/organizational-charts>.

2.A – 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 (see <https://library.whitman.edu/library-services/>).

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 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 and makes available to all students and 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 sex- or gender-based 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 incidents of sex- or gender-based harassment, discrimination, or violence,

flyers notifying the campus community about their rights 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, with responsibilities for student conduct and the administration of Title IX, 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.

First-year students also complete Campus Clarity’s online Think About It module in advance of their arrival to campus, which provides an opportunity for students to become familiar with the College’s policies as they relate to particular areas of student conduct.

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.

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 Catalog* and *Student Handbook* can be accessed respectively at:

<https://www.whitman.edu/academics/catalog> and <https://www.whitman.edu/academics/academic-resource-center/handbooks-planners-and-resources/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.

Students are required to maintain a 1.70 semester and a 2.0 cumulative Grade Point Average, as well as complete 24 credits in any two consecutive semesters, to maintain good academic standing. Students failing to meet these requirements are reviewed by two faculty committees, the Board of Review and the Council on Academic Standards, following the end of the semester to determine academic sanctions. These sanctions include Academic Warning, Probation, Suspension, and Dismissal. Students being suspended or dismissed have the option of appealing for reinstatement after meeting the specific requirements established for them by the Council on Academic Standards.

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 2015 the admittance rate was 43%. 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 <https://www.whitman.edu/admission-and-aid/learn-more/admitted-class-profile>.

For further detailed data about enrolled students, including racial-ethnic and geographic diversity, please see the Whitman College Factbook, found at <https://www.whitman.edu/Documents/Offices/Institutional%20Research/The%20Factbook%202015%20as%20of%2012.2.15%280%29.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 VI 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 V, Sections Two through Six). These by-laws are available at any time on the ASWC website at 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: https://drive.google.com/a/whitman.edu/file/d/0B_U0kXQang2a3JPNVFkY0FWWEE/view.

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, 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 X, Section One). The rights and responsibilities for each campus media organization are described in the same Article, in Sections Two, Three, Four, and Five. It is also of note that the budget for the newspaper is guaranteed each year at a rate of 9% of the total annual operating budget of ASWC (ASWC by-laws, Article VII, Section Four, Point C.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, who are appointed by the ASWC Senate, 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 <https://www.whitman.edu/human-resources/faculty/staff/staff-handbook>.

For access to the *Student Handbook*, which contains policies and procedures pertaining to students, please see: <https://www.whitman.edu/academics/academic-resource-center/handbooks-and-planners/student-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 <https://www.whitman.edu/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.

For student employees, more information about these topics can be found at: <https://www.whitman.edu/Documents/StudentLife/StudentEmployment/StudentEmploymentHandbook.pdf>.

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 Human Resources 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: <https://www.whitman.edu/human-resources/faculty/staff/staff-handbook/policies-and-procedures>.

Policies pertaining specifically to faculty personnel files can be found in Exhibit 2.A.20b.

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 (<https://www.whitman.edu/Documents/Offices/Institutional%20Research/The%20Factbook%202015%20as%20of%2012.2.15%280%29.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 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 all its forms. In its admission, educational, and employment practices, programs, and activities, Whitman College does not discriminate on the basis of race, color, sex (including pregnancy and parenting status), gender, gender identity or manifestation, genetic information, sexual orientation, religion, age, marital status, national origin, disability, veteran's status, or any other basis prohibited by the Civil Rights Act or Title IX and applicable federal, state, or local laws. Inquiries regarding sex, gender and disability discrimination may be directed to the Title IX/Title II and 504 Administrator, Julia Dunn (Dean of Students Office, 325 Memorial, 345 Boyer Avenue, Walla Walla, WA 99362; 509-524-2049; titleix@whitman.edu) or, to the Department of Education Office for Civil Rights (951 Second Avenue, Room 3310, Seattle, WA 98174; 206-607-1600). All other inquiries can be directed to the Director of Human Resources, Dennis Hopwood (509-527-5172; hopwoodt@whitman.edu). (Adopted November 2016).

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 (<https://www.whitman.edu/Documents/Policies/Grievance-Policy.pdf>) 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. Students may register complaints at <http://whitman.edu/assist>.

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 Institutional Review Board and the Animal Care and Use Committee, respectively. 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 <https://www.whitman.edu/human-resources/faculty/staff/staff-handbook> <https://www.whitman.edu/Documents/Policies/Grievance-Policy.pdf>.

For access to College policies found in the *Faculty Code*, including ethical research policies and committees, please see <https://www.whitman.edu/provost/faculty-governance/faculty-code>.

For access to College policies found in the *Student Handbook*, please see <https://www.whitman.edu/academics/academic-resource-center/handbooks-planners-and-resources/student-handbook>.

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

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

For access to the College's Record of Unresolved Informal Student Complaints, see <https://www.whitman.edu/Documents/Offices/Provost/FacultyHandbook2016/Chapter%20XI.pdf>.

For access to the site at which students may register complaints online, see <http://whitman.edu/assist>.

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 (see <https://www.whitman.edu/human-resources/faculty/staff/staff-handbook/policies-and->

[procedures](#)). Those staff who have significant budget and decision-making authority are required to sign a Conflict of Interest Statement each year. With respect to faculty in particular, the *Faculty Handbook* (Chapter II, Section H) states that “The College does not deny anyone the opportunity for appointment to the faculty on the basis of family relationship to a current member of the faculty. Faculty, however, will not be permitted to participate in the evaluation for appointment or advancement of a close relation.”

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 *College Catalog* (<https://www.whitman.edu/Documents/Offices/Registrar/Catalog/2016-2017%20Catalog.pdf>), the *Student Handbook* (<https://www.whitman.edu/academics/academic-resource-center/student-handbook/student-rights-and-responsibilities/academic-dishonesty-and-plagiarism>), and during new student orientation and advising, where the policy is discussed, especially as it pertains to plagiarism. All incoming students and all faculty advisers receive the Academic Honesty Policy in written form, and all students are required to sign a copy. The academic dishonesty policy is also in the *Faculty Code*, Chapter V, Article IX.

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 (<https://www.whitman.edu/provost/accreditation>) 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.

Whitman has articulation agreements with several institutions for “3-2” programs in Engineering: California Institute of Technology, Columbia University, University of Washington, and Washington University, St. Louis. Whitman also maintains several articulation agreements for other programs of a “3-2” or “3-3” nature: Duke University (Forestry and Environmental Management), Columbia University (Law), and the University of Washington (Oceanography). Whitman has recently reconfirmed these agreements, which can be found in Exhibit 2.A.26a-g. In all cases, the courses of study at the partnering institution are consistent with the mission and overall learning goals of the College.

In addition, Whitman College employs affiliation agreements and Memoranda of Understanding in its relationships with 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 toward their Whitman degree. In 2013 Whitman College expanded its off-campus studies offerings considerably, establishing some new affiliation relationships with off-campus program providers and establishing affiliation agreements with them. Whitman maintains long-standing agreements with three universities in China with whom Whitman College partners to administer the Whitman Summer Studies in China language study program and the Whitman in China Teaching Program for alumni.

In 2015-16, the Off-Campus Studies office conducted a survey of faculty to (along with student feedback) assess the list of Partner Programs to ensure that the curricula they offer are in keeping with the College's mission and complement the academic programs at Whitman College. The Off-Campus Studies office looks to identify suitable programs for the off-campus studies Partner Program list based on faculty and student recommendations and institutional values. The goal was ultimately to fine tune the list to potentially eliminate programs that were not meeting expectations and/or look to add programs to fulfill additional programmatic needs or aspirations. The Partner Program list is now at 83 programs from which students may choose.

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. The Whitman Off-Campus Studies Mission Statement can be viewed at <https://www.whitman.edu/off-campus-studies/about-ocs>.

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."

In 2016, the faculty approved the constitution of a standing elected committee, the Committee on Academic Freedom and Due Process. Initial members of the committee were elected at the last full faculty meeting of the 2015-2016 academic year. The charge of the committee will encompass but not be limited to annual review of the Grievance and Dismissal Policies of the College.

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 College guarantees academic freedom for its faculty. Academic freedom is also protected through Whitman's system of faculty governance, granting faculty 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 entrusting of professional activity merit to those disciplinary audiences deemed appropriate to judge acceptability in terms of fairness, accuracy, and objectivity (see <https://www.whitman.edu/provost/faculty-development-and-support/discipline-specific-guidelines> for links to examples of departmental scholarship guidelines).

In addition, *Faculty Code* states the following as a cause for dismissal: "Failure to adhere to professional ethics expected of all members of the faculty, as outlined in the American Association of University Professors Statement on Professional Ethics, discipline specific scholarly and ethical standards, or Whitman College's Statement on Academic Dishonesty and Plagiarism."

The section of the *Faculty Code* dealing with academic freedom states, "All members of the faculty, whether on appointment with continuous tenure or not, are expected to adhere to the standards expressed in the 2009 Statement on Professional Ethics, as adopted by the American Association of University Professors."

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 President facilitates the development of the College's Strategic Plan (see Exhibit 2.A.30a) and works with the Chief Financial Officer to link strategic planning with long-term budget planning (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 Development Committee oversees fundraising efforts for the College in accordance with the following trustee policies: Gift Acceptance Policy (see Exhibit 2.A.30e) and Campaign Counting Policy (see Exhibit 2.A.30g).

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 and annually review an internal borrowing report. Currently, there is not any internal fund borrowing (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 Handbook*, forms, equal employment opportunity information, and other relevant information, please see <http://www.whitman.edu/content/hr> and links contained therein.

Organizational charts that show the networks of staffing for many of the key offices of the College are shown here: <https://www.whitman.edu/about/leadership-and-organization/organizational-charts>. In addition, some offices such as the Physical Plant, the Library, and WCTS have web pages that indicate their staffing and support for the College. See <https://www.whitman.edu/physical-plant/academic-custodial>, <https://www.whitman.edu/physical-plant/maintenance>, <https://library.whitman.edu/faculty-services/>, and <https://www.whitman.edu/content/wcts/about/staff> as examples.

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

<https://www.whitman.edu/human-resources/hiring-managers-and-supervisors/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 oversees 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 two-year program has now graduated. The second cohort is now completing their first year. Details of the program can be accessed through this web page and the links therein: <https://www.whitman.edu/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 (ITL) 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, Innovation in Teaching and Learning grants, and the Cross-Disciplinary Learning and Teaching Initiative (CDLTI). 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 <https://www.whitman.edu/provost/initiatives-and-planning>.

Chapter I 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. Recently, the sabbatical leave program was modified to allow non-tenured, tenure-track faculty to be eligible to apply for a one-year sabbatical after their first three years of full-time teaching. 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 (CTL). 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:

- 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
- Promoting and disseminating pedagogical resources
- Integrating principles of inclusive pedagogy into teaching

Activities of the Center include eight to ten educational events and workshops throughout the academic year; the maintenance of a collection of books and materials related to teaching and learning; competitive grants to foster experimentation or innovation in teaching; and the hosting of a Web site of useful online resources. In addition, the College has two mentoring programs (one that pairs senior and junior tenure-track faculty and one that pairs faculty in non-tenure-track appointments) that enable faculty to reflect on complementary interests, skills, and goals in terms of teaching, research, and service.

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 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.

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.4a). 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. 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, part-time, 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* and the *Faculty Handbook*, the faculty of Whitman College include those eligible to vote and serve on elected committees: The President of the College and the members of the instructional staff who hold the title of Dean; Professor; Associate Professor; Assistant Professor; Senior Lecturer of SSRA; Senior Lecturer; Senior Adjunct Assistant Professor; and Senior Adjunct Instructor. Instructional staff who are not eligible for tenure and not normally eligible to serve on elected committees or vote include Lecturers; Adjunct Assistant Professors; Adjunct Instructors; Visiting Assistant Professors; and Visiting Instructors.

The faculty for the 2015-2016 year included 164 full-time appointments (based on the AAUP method of reporting) and 62 part-time appointments. For detailed information about rank, terminal degrees, and faculty demographics, please see the Whitman College Factbook, published by the Office of Institutional Research, at <https://www.whitman.edu/Documents/Offices/Institutional%20Research/The%20Factbook%202015%20as%20of%2012.2.15%280%29.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 appointment letters, that new tenure-track faculty must have their terminal degree conferred by September 1 of the academic year they begin their employment. 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 continuity and hence the quality of teaching. The increase in these positions is reflected in the increase in the number of tenure track positions, as seen in the 2015-16 Factbook.

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 College relies on a number of highly qualified non-tenure-line faculty to augment the tenure-track faculty in order to replace sabbaticals, ease enrollment pressures, or fill in for vacant tenure-track positions. The College differentiates between several types of non-tenure-track faculty:

(Senior) Lecturers: Lecturers are hired on one-year, renewable appointments and are eligible for promotion to Senior Lecturer after four years of full-time teaching. Lecturers and Senior Lecturers are members of the full-time, continuing faculty. They are not eligible for tenure, but Senior Lecturers are eligible for multi-year appointments of up to five years and may vote at faculty meetings. Lecturers and Senior 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.

(Senior) Adjunct Instructors and (Senior) 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. Adjunct Instructors and Adjunct Assistant Professors are eligible for promotion to Senior Adjunct Instructor and Senior Adjunct Assistant Professor, respectively, after four years of teaching for an average of half-time. Promotion to the Senior rank in either category allows the holder of the Senior rank to vote in faculty meetings.

Faculty in Sports Studies, Recreation, and Athletics (SSRA): Newly hired head coaches typically begin as Instructors of SSRA, with the eventual possibility of promotion to Lecturer of SSRA and then to Senior Lecturer of SSRA. Senior Lecturers of SSRA are eligible to vote at faculty meetings. SSRA also employs a number of adjunct (part-time) instructors (Adjunct Instructor of SSRA) who teach only activity classes.

Studio Music Instructors: These are individuals whose role is to provide applied music lessons for students. Their salaries come from student fees, so although they are an integral and valued part of campus culture and curriculum, they are not on the tenure track and do not have a structure for promotion. (Note that some non-tenure track individuals in Music combine academic course instruction with lessons in positions that are hybrid; for example, there are Lecturers in Music whose loads partially consist of traditional academic courses and partially of applied music lessons.)

New non-tenure-track faculty are invited and 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*. In 2015-2016, a working group was convened to assess the status of non-tenure track faculty at Whitman. It is expected that the ongoing deliberations of this group will result in a report, perhaps with recommendations, to the College.

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. A larger than expected incoming admissions class for two years warranted occasional added sections due to enrollment demands, as well as temporary increases in average class sizes. However, the transition was largely successful, and a five-course teaching load per year is now part of the campus culture.

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/provost/faculty-development-and-support/discipline-specific-guidelines>.

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 <https://www.whitman.edu/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 Annual Reviews: Each year, all tenure-track and non-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 annual activity reports. Individuals being reviewed request letters of support from colleagues, and all members of the candidate's department are invited 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 2/3 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 Provost and 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 the second year. Like the more formal Personnel Committee review conducted during the first semester of the third year of an initial three-year appointment, this review involves a conscientious assessment of the candidate's teaching, scholarship, and service. Unlike the review conducted by the Personnel Committee, however, it is purely advisory and diagnostic in nature and is conducted by the Associate Dean for Faculty Development, not the Personnel Committee.

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, Recreation and Athletics (SSRA) are evaluated somewhat differently than tenure-track faculty. This procedure is detailed in Chapter IV 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 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 IV 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 processes of reflective and rigorous review to ensure teaching excellence.

The academic majors and minors are listed at <https://www.whitman.edu/academics/departments-and-programs>.

The College provides opportunity for students to major in a wide variety of disciplines that range from those that have existed for decades, to new fields that represent change and innovation in areas of interest and focus in the academy. Whitman holds dear the traditions and overall value of a liberal arts and sciences education, yet the college continually evolves so as to ensure that graduates are prepared for futures that offer a broad range of possibilities. As a result, the curriculum provides programs that nurture the development of students' 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 [https://www.whitman.edu/Documents/Offices/Institutional%20Research/The%20Factbook%202015%20as%20of%2012.2.15\(0\).pdf](https://www.whitman.edu/Documents/Offices/Institutional%20Research/The%20Factbook%202015%20as%20of%2012.2.15(0).pdf), pp.12-13.

The College's course of study, its major programs, and its semester calendars, all of which are published in the *Catalog of the College*, are similar to those of other nationally-recognized small liberal arts institutions. Through professional networks, institutional research projects, collaborative grant work and external reviews, Whitman College seeks out best practices from peer institutions, so that its 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 47 departmental, interdisciplinary, or combined majors as well as options for Individually Planned Majors, combined major plans with other institutions, and 3-2

programs. The College maintains a curriculum that begins with a common first-year course (Encounters); that includes Distribution Requirements that complement, broaden, and connect the work students do in their majors; and that concludes with 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 (see Exhibit 2.C.1c).

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 indicators 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 students' knowledge of and appreciation for other racial/ethnic groups” seemingly 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 their own priorities as educators). The priority that faculty members most often cited 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, “[to] teach students tolerance and respect for different beliefs”). Finally, the institutional priority “to develop leadership ability among students” is similarly seen as a high priority by 62.5% of faculty. Thus, it seems clear that 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 this subcommittee 1) examined 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 the common practices within the three academic divisions of the College; and 5) undertook a cursory survey of 12 institutions comparable to Whitman to assess and consider their policies and practices for credit assignment. The subcommittee produced a detailed report of its findings to which faculty had access for review and comment. Faculty feedback and commentary were solicited over the course of Fall 2013, and in consultation with the Curriculum Committee, the current version of the Credit Hour Policy was adopted and incorporated into Chapter V of the *Faculty Handbook*: <https://www.whitman.edu/Documents/Offices/Provost/FacultyHandbook2016/Chapter%20V.pdf>. In addition, a Credit Hour Policy User's Guide was developed in order to assist faculty in assigning the appropriate number of credits to proposed courses (linked at <https://www.whitman.edu/Documents/Offices/Registrar/Calculation%20of%20Credits%20-%20a%20guide.docx>).

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 <https://www.whitman.edu/academics/departments-and-programs>.

For a description of the Course of Study, please see Chapter III of the *Faculty Code* at <https://www.whitman.edu/Documents/Offices/Provost/FacultyCode2016/Chapter%20III%20-%20Curriculum%20Courses.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 made available to students on the College's website at <https://www.whitman.edu/provost/assessment-of-the-academic-program/department-learning-goals>.

These often include goals which are widely shared throughout the College, such as critical thinking, research skills, and/or emphasis upon oral and written communication, all of which are consistent with the mission of the College.

The descriptions of the College's Distribution Requirements, found in both the *Catalog of the College* and online, identify clear goals for student learning. The first year common course, Encounters, has its basic learning goals articulated on the Encounters web page. Faculty members are expected to provide syllabi to students enrolled in their courses, and these syllabi are included in formal review procedures for faculty applying for tenure, promotion, and/or contract renewal. The New Faculty Orientation, which takes place every August, includes instruction and advice as to how to effectively communicate course learning goals to students on syllabi and/or in 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.2b for a representative sample of course 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.

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 this subcommittee 1) examined 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 the common practices within the three academic divisions of the College; and 5) undertook a cursory survey of 12 institutions comparable to Whitman to assess and consider their policies and practices for credit assignment. The subcommittee produced a detailed report of its findings to which faculty had access for review and comment. Faculty feedback and commentary were solicited over the course of Fall 2013, and in consultation with the Curriculum Committee, the

current version of the Credit Hour Policy was adopted and incorporated into Chapter 5 of the *Faculty Handbook*:

<https://www.whitman.edu/Documents/Offices/Provost/FacultyHandbook2016/Chapter%20V.pdf>. In addition, a Credit Hour Policy User's Guide was developed in order to assist faculty in assigning the appropriate number of credits to proposed courses (linked at <https://www.whitman.edu/search?q=credit+hour+policy+users+guide>).

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 college-wide 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 regardless of their specific major areas of study, and that courses of study within their majors are arranged logically, with sufficient frequency and in such a way that students are able to complete all of the necessary requirements. Departments and programs undergo external reviews by respected peer evaluators approximately every ten 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 I 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*, "Faculty members, with the president and the provost/dean of the faculty, are responsible for basic academic policy and for the formulation of the curriculum. The faculty also has a responsibility for student life and welfare" (Whitman College 2015-2016 catalog, p. 9).

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, research, and checks and balances to ensure that the College provides a high quality liberal arts 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 at the discretion of the Faculty. Departments and interdisciplinary programs submit, to the relevant divisions for review, course titles, descriptions, credit assignments, staffing implications, and rationales for the inclusion of courses in the College curriculum. Courses approved at the divisional

level are then passed on to the Curriculum Committee for its review, and then to the entire Faculty for a vote. All of the submissions to and decisions by the Curriculum Committee, as well as the minutes from all faculty meetings, are made available to all faculty members, and are archived for future reference by this audience. Only courses that are consistent with the mission of the College and that adhere to College policies are likely to be approved in this process. Once they are approved, new courses, revisions to existing courses, and deletions of existing courses are added to the following year's *Catalog of the College*. To view recent minutes from the Curriculum Committee and Faculty Meetings (see Exhibit 2.C.5b).

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

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

Please see Exhibit 2.B.4a for Tenure-Track and Visiting Professor Search Guidelines.

The 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 within his or her division; manages problems pertaining to the physical equipment, buildings, classrooms, etc., which are germane to the operation of his or her division; confers with the Provost and Dean of the Faculty and/or the President as needed in order to assist them with any formal selection and evaluation of faculty personnel in his or her division; serves as the chief budget officer of his or her division; is responsible for submitting to the Provost and Dean of the Faculty the annual requests for budget allocations coming from all members of his or her division; and serves as the liaison officer for his or her division with the Provost and Dean of the Faculty on academic, personnel, and other 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, the Vice-President for Diversity and Inclusion, and the Provost and Dean of the Faculty, shall be responsible for advising the President and the Provost and Dean of the Faculty on the following:

1. Matters relating to administrative policy of an academic nature;
2. Matters of budget impacting 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. In addition, the Associate Dean for Faculty Development, the Vice-President for Diversity and Inclusion, 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 the following: administrative policy of an academic nature; budgets and staffing matters affecting the Divisions; long-range academic planning; and any other matters referred to it by the President or the Provost and Dean of the Faculty. See Chapter I, Article VIII, Sections 10 and 12 of the *Faculty Code*.

The General Studies Committee: The General Studies Committee supervises and administers the General Studies Program (Distribution Requirements and the first-year Encounters program). It functions as a Division for the purposes of reviewing new course proposals that fulfill General Studies requirements and reviews substantive changes to existing courses. In addition, this committee oversees 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*.

The Curriculum Committee: The Curriculum Committee is both a review committee and a consultative body for the Faculty as a whole in matters pertaining to the curriculum, for individual courses and for major program proposals. The Curriculum Committee is charged with broad curricular oversight and thus considers 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 regarding possible changes in the curriculum, including the adoption, deletion, and substantive alteration of courses (including “special topics” courses), and both major and minor programs. In assessing proposals, the Curriculum Committee considers the following:

- Whether proposals are consistent with the mission of the College;
- Whether proposals maintain the integrity of and ensure adequate contributions to the College’s general education program;
- Whether departments and programs are maintaining the integrity of their major courses of study;
- Whether departments and programs bringing proposals to the Curriculum Committee have been careful to coordinate with other departments and interdisciplinary programs and post-graduate advising rubrics that might be affected;
- Resource implications;
- Enrollment pressures;
- Course availability balance between semesters;
- The 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 regarding resources, staffing implications, scheduling, etc. The Curriculum Committee also consults with the divisions, as appropriate (for example, 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 academic legislation and procedures. See Chapter I, Article VIII, Section 11 of the *Faculty Code*.

To access a full list of these and other faculty committees at Whitman College, please see <https://www.whitman.edu/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 at Whitman

College. 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, while 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.

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

Please see the narratives contained in Standard 2.E for further information about Penrose Library, and Standard 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 appropriately 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 a student's high school program 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. It thus seeks to determine 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 on the web. Similar procedures are applied when

assessing the suitability of distance learning coursework (a maximum of ten distance learning credits may be approved as acceptable transfer credit 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 its evaluation and recommendation.

Whitman College accepts transfer work on a course-by-course basis, and therefore participates in no articulation agreements. Transfer credit from the international study experiences of Whitman students is reviewed by the College's 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.

It is useful to reiterate the Whitman College Mission Statement here, because it serves as the foundation upon which the College's 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 entirety of the student's undergraduate education with a structure and a consistency that both complement and broaden the program of major studies, and serve as a foundation upon which the College's primary objective – academic excellence throughout – is fostered. Whitman recognizes that a high degree of flexibility is necessary in order to accommodate differences in student background, interest, and aptitude. General Studies is Whitman's method of ensuring that students' academic programs have overall coherence and that the wide range of the College's intellectual resources are utilized without attempting to enforce universal lockstep requirements.

Specifically, the General Studies Program is intended to provide the following: 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 and inquiry as

students move beyond Whitman to become educated citizens.

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 system of 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 their overall curriculum. Looked at in these terms, the General Education element 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 which also includes coursework within and a senior assessment in the major. At Whitman, a major study program is a coherent array of courses designed to develop mastery of the basic ideas and skills in a particular academic field or area. Every candidate for a bachelor’s degree must complete such a program. A student’s 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 of these serve to contribute to and constitute what is 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 a) begins with a common first-year course (Encounters) in which students gain skills in critical thinking, writing, and discussion; b) includes Distribution Requirements that complement, broaden, and connect the work that students do in their majors; and c) 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 at the College, including content covered and course expectations. Whitman College has specified the learning goals contained within each required distribution area of the curriculum (see <https://www.whitman.edu/Documents/Offices/Registrar/Catalog/General%20Studies%20Program.pdf>).

The common first-year course, Encounters, has learning goals specified on the course’s website, <https://www.whitman.edu/academics/departments-and-programs/general-studies/encounters-transformations/learning-goals>.

The additional one-semester General Studies course, Critical Voices, seeks to fulfill the learning objectives stated here: <https://www.whitman.edu/academics/departments-and-programs/general-studies>.

Learning objectives at the course level are identifiable and assessable insofar as individual faculty members submit grades based on their evaluation of the skills that they deem appropriate for students to demonstrate in their courses. Syllabi and perhaps other course materials often 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 this to be 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 also 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, which takes place every August and is overseen by the Associate Dean for Faculty Development, includes instruction on how to effectively communicate course learning goals to students, and syllabi at Whitman College ideally 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 for the individual majors are identifiable and assessable insofar as a) they are published online, b) they are used by departments and programs to guide their curricular decision-making and evaluation of students in courses, c) they are discussed in programs' applications for tenure-track positions and internal grants, and d) 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 (<https://www.whitman.edu/provost/assessment-of-the-academic-program/department-learning-goals>), while components of each major's Senior Assessment are found at <https://www.whitman.edu/provost/assessment-of-the-academic-program/senior-assessment-elements>.

Each major includes its own criteria in accordance with 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 typically found online reveal areas where goals may broadly overlap, such as critical thinking, research skills, and oral and written communication, all of which are consistent with the mission of the College, and all of which are illustrative of the College's devotion to academic excellence.

Learning objectives at the institutional level are typically stated in terms of learning goals and the identification of skills that students will acquire by virtue of completing Distribution Requirements (which constitute 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 both 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 have been vetted within the Curriculum Committee, the General Studies Committee, and by the Faculty as a whole have clear criteria upon which they are evaluated. Courses are thus evaluated via course proposal forms by the Curriculum Committee and via written justifications for non-divisional Distribution Requirement credit (i.e., in the areas of cultural pluralism and quantitative analysis) by the General Studies Committee.

With these goals (and their widespread publication) students and faculty members alike are able to see how individual courses are suitable for one or more Distribution area, as well as how they fit with

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 are intended to 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 commonly used in the interpretation of cultural difference; marginality within social categories such as gender, age, race, ethnicity, sexual orientation, religion, or class; and/or the perspectives of any of a number of non-dominant 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 them to critically analyze their own or others' works of music, visual and verbal art, dance, film, media and theatre.

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 concepts 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 as to how the natural world is structured and how and why it operates as it does. Students will be exposed in these courses to methodologies and techniques that allow them to form hypotheses, then to learn how 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, expressed via course, major, and Distribution Requirement learning goals, are consistent with the College's mission because students develop the 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, at the same time that it fosters such traits as intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological and multicultural world. The Mission of the College, as well as the descriptions of learning objectives at the multiple levels described above, are effectively 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 excellence in teaching and learning - standards that are reflected in the curricular objectives at the course, program, and institutional levels.

Please see Exhibit 2.C.10a for the Course Proposal form, which requires departments and programs to articulate how proposed courses will 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, programs and services that are included in Student Affairs, which are linked at <https://www.whitman.edu/dean-of-students>, are:

- Academic Resource Center
- Bookstore
- Community Service
- Conferences and Events
- Counseling Center
- Greek Life
- Health Center
- Intercultural Center
- Outdoor Program
- Reid Campus Center
- Residence Life
- Security
- Sexual Misconduct Response Network
- Student Activities
- Student Engagement Center
- 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; and added a summer orientation program for students who will be the first in their families to attend college.

Student Engagement Center

In 2010, after an intensive investigation and planning process, 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. That position was further expanded to Associate Dean for Student Engagement in 2014.

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 and government organizations. During the 2015-16 budget process the Trustees approved increased support for the staff positions that oversee these various initiatives. 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 to enhance student learning in entrepreneurship, among other things. This position was filled in May 2013 and has added to the capacity and expertise available for our students to understand professional options beyond what Whitman had been able to provide up to that point, including the creation of a virtual recruiting initiative to let students meet employers all around the world from our campus.

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 opportunities, 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. The Center has also dramatically expanded its ability to catalyze meaningful interaction between students and graduates and other friends of the College through in-person and technological opportunities.

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 (for example the weekly "Real Talk with Alumni" that ran from Fall 2012 through Spring 2014).
- 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 grant program, including the addition of funding for internships outside of the United States (starting in 2014) and the additional support for interns' housing and travel costs (starting in 2015).
- 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 which was the feature of a regional service learning conference in Spokane in April 2016.

- Working closely with the Associate Dean for Faculty Development 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 addition, the Technology and Marketing Fellows have adopted a variety of video and other multimedia tools to respond to students' ever-changing media diet.

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 <https://www.whitman.edu/student-life/student-engagement-center>.

The SEC blog can be found at: <http://blogs.whitman.edu/sec/>.

The SEC factbook page is at: <https://www.facebook.com/WhitmanCollegeSEC>.

The SEC Twitter feed can be found at: <https://twitter.com/TheWhitmanSEC>.

Academic Resource Center

The Academic Resource Center (ARC), another office under the aegis of the Dean of Students, is home to one-on-one academic coaching, peer tutoring, study skills workshops, disability support services, and pre-major advising. 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 Student Success and Disability Support Services reviews the disability documentation of students to determine reasonable academic accommodations and notifies each student's respective professors. The Director also contacts students who have received a mid-semester deficiency slip as an early intervention for students with a D or below. Further, the Director meets with 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. Lastly, the Academic Resource Center oversees the Student Academic Adviser program. 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 2013, thanks to a generous donor, the ARC hired a writing support specialist to work intensively with students with disabilities (SWD) that make writing particularly difficult. The added element of support has been highly utilized, serving SWD from all class levels.

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

- Participation in the Penrose Learning Commons
- Study skills workshop series
- Academic Majors Fair
- Sophomore group advising
- Project Eye to Eye
- Co-Sponsor of the Thesis Boot camps

Please see section 2.D.10 for more discussion of the ARC. See also <https://www.whitman.edu/academics/academic-resource-center> and <https://www.facebook.com/whitmanarc>.

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.
- A drop-in schedule is used in the Counseling Center to address urgent, unscheduled student issues and intakes.
- In the Health Center a Travel Clinic is utilized to serve the students preparing for Off Campus Studies.
- A Sports Treatment Program (PT room) is now in Health Center to support Club and IM athletes.
- An emphasis on educational programs at 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 continues with Walla Walla University.
- The Welty Health and Counseling Center encourages 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.
- Spring 2016 Health Center physicians now providing medication management and assisting in crisis intervention for the psychiatric and emotional needs of students.

Intercultural Center

Fostering diversity, inclusion, and equity for all in the Whitman community is one of the foremost goals of the Intercultural Center. The center works to strengthen Whitman's intercultural community and seeks to enrich the experience of those from historically under-represented backgrounds. The center strives to support the entire Whitman community by providing opportunities to engage and educate the campus on issues related to diversity and social justice. Working together with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity and inclusion between students, staff, and faculty.

The Intercultural Center team provides academic and social support for multicultural and international

students. Through resources such as the international and multicultural student orientation, mentoring, individual counseling and advising sessions, the staff in the Intercultural Center assist students with their transition to Whitman College and Walla Walla.

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. In addition to the multi-ethnic interest house (MECCA), there are 15 active identity and culture groups that the Intercultural Center advises: Beyond Borders Club (BBC); Black Student Union (BSU); China at Whitman; Club Latino; Feminists Advocating Change and Empowerment (FACE); First Generation Working Class (FGWC); For Us By Us (FUBU); Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ); Hillel-Shalom; Indigenous People's Education & Cultural Club (IPECC); Mixed Race Club; Namaste; South Asian Student Association (SASA); and Whitman African Student Association (WASA). These student-led 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.

The Intercultural Center is also responsible for programming and oversight of the Glover Alston Center. 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 can occur.
- A meeting place and home for campus organizations and clubs.

A recent programming addition to the Glover Alston Center is a weekly lunch series called Continuing the Conversation, which is offered to provide students with an informal forum to continue conversations about difficult topics around diversity, inclusion and equity. This lunch series expands the student-run Power and Privilege Symposium that is referenced in Core Theme II: Student Engagement, Personal Development, and Leadership.

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.

Fellowships and Grants

The Office of Fellowships and Grants assists Whitman students and alumni in their candidacy for highly competitive national fellowships, scholarships and grants. Each year students receive generous awards for graduate study, self-directed research, teaching and public service in the United States and abroad. An equal measure of meaning in this 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 Fellowships and Grants is to help students think deeply and broadly about issues, ideas and values; about their lives and the lives of others. Equipped with self-reflection in addition to critical thinking, they will know better who they are and what they might contribute to their communities, local and global.

The office promotes and counsels students and alumni on upwards of 70 major fellowship, scholarship and grant programs and more than 40 miscellaneous award opportunities. Databases for fellowships, scholarships and grants organized by category (environment, arts, public policy, public health, S.T.E.M. fields, etc.) are also available. A sample of opportunities that a student may expect to find from the first year on campus to the year of graduation and beyond can be found at:

<https://www.whitman.edu/academics/fellowships-and-grants/major-fellowships-scholarships-and-grants>.

The Office of Fellowships and Grants also coordinates the Whitman Undergraduate Conference, an annual, all-day event that celebrates the scholarship and creativity of Whitman students. The conference showcases the work of students from every academic discipline of the college. It is noteworthy for its variety of presentations (panels, posters, lecture-performances) and demonstrations of original achievement by our students through their course work, study abroad, senior theses, summer research, fellowships, internships and independent projects.

More information about the Office of Fellowships and Grants:

<https://www.whitman.edu/academics/fellowships-and-grants>.

More information about the Whitman Undergraduate Conference:

<https://www.whitman.edu/academics/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 40% of the junior class typically studies abroad for one semester or the academic year. Whitman is partnered with various study abroad organizations to offer 83 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 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 the Whitman Summer Studies in China program, a short-term, faculty-led program in Kunming, China every other summer for intensive study of Mandarin. In addition, we are in the planning stages for a two-year pilot of Crossroads (Whitman faculty-led, short-term courses off campus) that will commence in Summer 2017 with one new Pollination Biology course in Sweden. Crossroads courses will have a specific narrow academic focus and we hope to eventually offer three or four Crossroads courses in different destinations worldwide each year. The college also administers the Whitman in China teaching program, a program established in 1982 that sends 6 or 7 young alumni to teach English at one of three affiliated universities in China each year. Alumni participating in the Whitman in China teaching program do not earn credit for it.

For information about Off-Campus Studies, please see <https://www.whitman.edu/off-campus-studies>.

The Outdoor Program

The Outdoor Program fosters personal growth, facilitates learning and creates recreational opportunities through skills and risk management training, leadership development, and 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, snow-shoeing, 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, and 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 <https://www.whitman.edu/academics/signature-programs/outdoor-program>.

Baker Ferguson Fitness Center and Louise 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 http://athletics.whitman.edu/sports/2013/10/10/GEN_1010135438.aspx?tab=facilitieshoursandcalendars.

Museums and Galleries

The Maxey Museum supports teaching and learning on the Whitman College campus by working with faculty to integrate artifacts into classrooms, by providing student curators opportunities to manage, research, and create exhibits from its diverse collections, and by working with campus constituents to identify or mount exhibits in the gallery. The c. 3,000 artifacts that make up the museum's collections primarily relate to northwest American Indian communities, Euro-American westward expansion (including missionaries and pioneering), and the college's early missionary ties.

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 five full-time officers including the Director, and two part-time officers. A third part time officer position has been approved, with a new hire slated to begin duty in Fall 2016. The Security Officers provide campus security 24 hours a day, seven 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, which includes the athletic fields several blocks from the main campus.
2. Employs approximately 20 students during the academic year to act as Student Security

Officers between the hours of 5:00 PM and 1:00 AM. They provide escorts to students, staff, and faculty upon request between campus buildings or to student residences within a two to three block radius of campus. These Student Security Officers also patrol the campus and provide extra sets of eyes for the on duty officers.

3. Contacts people engaged in suspicious activity on campus to let them 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 accessed at <https://www.whitman.edu/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. For 2015-2016, the total number of applications was 3,933, with 1,664 admitted and 381 enrolled. For credentials of the incoming first year class at Whitman, please see <https://www.whitman.edu/admission-and-aid/learn-more/admitted-class-profile>.

For detailed data about applicants and admit rate/yield, please see the Whitman College Factbook at <https://www.whitman.edu/institutional-research/factbook>, or <https://www.whitman.edu/institutional-research> 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 (<https://www.whitman.edu/student-life/orientation>). The goals of the orientation programs are the same:

- Provide opportunities for new students to form a relationship with key people such as their section mates, resident assistant, student academic adviser, pre-major faculty adviser, etc.
- Establish Whitman as an academic institution with a focus on learning
- Introduce student to living successfully in a community environment
- Expose students to issues of power, privilege and difference, to create an inclusive, caring community
- Provide multiple opportunities to meet and connect with other students
- Complete the matriculation process as a Whitman College student

Fall orientation is a multi-day program that occurs in August/September and involves all new undergraduate students and 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, most of whom 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.

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 parent 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.

In the summer of 2015, the College added an additional orientation program for students who would be the first in their families to attend college. This program, the Summer Fly-In, brought 32 students who identified as First Generation (FG), Pell eligible, or who the Admission staff thought would benefit from the program, to campus for a five-day intensive resource orientation program that familiarized these students with campus resources, staff and faculty, and academic experiences. The program further provided students with a shared experience with other incoming students that has since created a social support network for the students who participated. In the summer of 2016, the College offered two summer fly-in sessions for 50 students. This program is on track to host two sessions in the summer of 2017.

The Residence Life and Housing Office plays an integral role in the College's new student orientation program. New students are required to live on-campus for the first four semesters of their time at Whitman; all new students are greeted by the staff of their residence hall. The residence life staff are responsible for 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 programs presented by other Student Affairs offices during the opening week orientation activities.

In 2011-12 academic year, the College did away with its summer registration program and returned to a model of advising and registering all first-year students once they arrived on campus in August. 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. The remaining emails deal with student activities, social development and student matriculation tasks.

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 Associate Dean of Students 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 with their pre-major advisers, staff, and faculty, as well as through information found in the *Catalog of the College* and other 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 pre-major adviser.

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

Since the fall of 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.

These offices also co-sponsor the Academic Majors fair, a fair held in the fall semester 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. 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 2012, the Rhetoric and Film Studies major split and became two separate majors. Students were allowed to complete requirements under the previous major or switch to one of the new majors, either Rhetoric Studies or Film & Media Studies. Also, when requirements for a major change, students have the opportunity to petition the Board of Review to request moving to the new catalog year requirements. In 2015, the Psychology department revised their requirements by eliminating the thesis requirement. Students who wished to move to the new requirements were encouraged to petition the Board of Review for such a change. Additionally, in 2016 the Biochemistry, Biophysics, & Molecular Biology program altered their lab requirements. Since this change was beneficial to all of its majors, the program petitioned the Board of Review on their behalf, requesting all majors be moved to current catalog year requirements.

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. The *Student Handbook* is published in hard copy for all first-year students. These two publications are revised and updated annually for accuracy 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 statement, and the rights and responsibilities of students, including academic dishonesty, sexual misconduct, and grievance 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 *College Catalog*, see <https://www.whitman.edu/academics/catalog>.

For access to the *Student Handbook*, see <https://www.whitman.edu/academics/academic-resource-center/handbooks-planners-and-resources/student-handbook>.

For access to the *Senior Handbook*, see <https://www.whitman.edu/registrar/services-for-students-and-alumni/senior-handbook>.

For access to the *Parent Handbook*, please see <https://www.whitman.edu/Documents/Parents/ParentHandbook2016-17.pdf>.

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 and staff 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*. Please see <https://www.whitman.edu/dean-of-students/right-to-know>.

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 (including both state and federal), 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: <https://www.whitman.edu/admission-and-aid/financial-aid-and-costs>.

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 \$24,747,000 was disbursed to 75% of the student body in the form of institutional scholarships during the 2015 academic year with approximately \$7.3 million in scholarships coming from endowed sources. Of the students attending in 2015-16, 44% received need-based scholarship. The average need-based aid package for 2015-16 was \$34,824 which includes scholarship, grant, loan and employment. The average need-based scholarship that students received from the College in 2015-16 was \$26,605.

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 well as any other forms a family needs to complete for the Financial Aid Office. As students are admitted to the College, those who apply through the CSS Profile are sent financial aid award information about scholarships, loans, and work-study opportunities. All financial aid packages include information regarding the amount of the award, the description of the award and what it means, 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. It also includes information about applying for federal loans and how to apply for a federal work study job.

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.

Merit-based scholarship funds are awarded to deserving students in order 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 31% of all Whitman students receive merit-based scholarships. In 2015-16 the total amount of merit-based scholarship awarded to Whitman students was \$6,333,112.

Whitman College awarded more than \$18,357,000 in need-based scholarship to students in 2015-16. Students with demonstrated need are offered both merit-based (if they qualify based on their admission application) and need-based financial aid to help meet the cost of their education. For the incoming class of 2015-16 we were able to help meet total need with self-help awards of up to \$8,000 (loan of up to \$5,500 and work-study up to \$2,500). No students who applied for financial aid had a gap between total need and total cost. For the entering class of 2016-2017, that will not be the case. A gap of up to \$6,000 will be allowed.

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 students who would add to the racial or ethnic diversity of the community are considered for the awards, with priorities given to students from groups that 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 emphasis than in previous years was placed on providing enhanced diversity awards to first-generation students and low-income students from all ethnic backgrounds. Currently, 21% of students come from ethnically underrepresented groups and the College is working to increase that percentage. In the Fall 2015 entering class, about 10% 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 who have need or merit based on the admission process. 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 for a student with need-based aid. 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 2015-16, 170 students received Pell Grants ranging from the minimum of \$513 to the maximum of \$5775. The total awarded to Whitman students was more than \$695,000.

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 31% in the Fall 2015 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 students who contribute to ethnic and racial diversity.

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 2015 school year, students earned over \$1.1 million working on campus. This year, the College has made it a priority to hire students who have work study eligibility if at all possible. The College encourages students to assist in paying for 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 \$18,443 for 2016. The default rate of the current cohort is 2.0%.

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 2016 average indebtedness is \$18,443 and is significantly lower than the national average. 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 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, if necessary. Any and all discrepancies are resolved, and the student's aid is adjusted when necessary. The federal government continues to make changes and for the 2017-18 year we will start using prior-year information for families. This will include both the CSS Profile and the FAFSA.

Receipt of outside funds for a student, such as grants and scholarships from external sources (i.e. non-institutional grants and outside 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. If the student's aid award exceeds the school budget, then institutional funds are reduced after eliminating loans and work.

The Perkins Loan Program is regularly monitored to assure that students meet the qualifications and eligibility requirements for the loan amounts requested. With the significant changes to the Perkins loan programs in 2014 and 2015 fewer students have the opportunity to take these loans. While we try to give these to students with the highest need, at this point all students who qualify and request the loans are given the opportunity to take out these loans. We have had to return a significant portion of our Perkins monies due to the inability to use these funds because of the changes made by the Department of Education and the restrictions it has put on them.

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, all students receiving need-based financial aid or any other student loans are required to attend an "Entrance Interview" with a Financial Aid staff member. During the session, students are given information regarding their financial aid packages, 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. Each student 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 information, 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. Each student is also provided with a personalized loan sheet that lists the student's loans and the amounts they took out 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 2.0% for federal student loans.

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), 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 Associate Dean of Students and the staff in the Academic Resource Center read each one and assign each student to a pre-major adviser based, whenever possible, on that student's academic interests.

New students meet with their pre-major advisers during the College's opening week (orientation) to identify classes that will not only meet the student's academic needs but will also be appropriately rigorous and intellectually satisfying. Advisers can also address any other concerns or questions a new student might have. 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. In the last several years, all of the mid-year admits have been transfer students. These students are advised over the phone by the Associate Dean of Students and are then registered prior to their arrival. They meet with their advisers 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 Academic Resource Center. Before they register for their fifth semester of classes at the College, students are expected to declare an academic major. At that time, they select major advisers from the faculty who teach in their major field.

Finally, there are several faculty members 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 members 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 serve 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 Associate Dean of Students 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.

The faculty is 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, overseen by the Associate Dean of Students, 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 during the fall semester. 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, and assist new students with their academic transition. SAs conduct a variety of programs for their students in the residence halls. They meet with students in their living sections to get to know them better, discuss their class choices and the final registration process and conduct follow-up conversations with all new students at mid-semester to check on their academic progress. Part of this process entails encouraging students to utilize available campus resources, as well as 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 have a number of resources to which they can turn. If they have exhausted the first lines of resources, such as talking with their instructors or attending department help sessions, they can be matched with a tutor. Tutors are students who have demonstrated a high level of proficiency in a particular subject. 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. Tutors also undergo training in preparation for working with their first tutee.

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 arranges to meet with the student).

The Academic Resource Center staff strives to build partnerships with the faculty by enlisting its help to 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 members in providing 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. The services offered by 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. Advising 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 activities that intentionally foster personal growth and leadership development. It is through learning outcomes that the co-curricular program primarily demonstrates that it complements the academic program.

Learning outcomes are indicators of 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 strengthen 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 (except for athletics, which falls under the Provost and Dean of the Faculty). 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 to 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 Appétit, offers the campus community clean food service locations that are conducive to positive student interaction, nutritious food with an eye towards 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.

For an overview of the services and guiding principles of Bon Appétit, see <http://whitman.cafebonappetit.com/>.

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 (although sororities are housed within a residence hall).

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 consisting 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 houses bordering campus where groups of four to ten students with similar interests reside. These houses offer unique learning opportunities and provide programming for the entire campus community. 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 language assistant 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 language assistant; 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 11-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 members 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, 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 well-being 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 engage 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 and supports the needs of Whitman's students, faculty, staff, alumni, parents and campus visitors with pride and distinction. The Bookstore is open Monday through Saturday during the academic year and occasionally on Sunday for special events. It is also open on weekdays through the summer and offers an ever updated online store with a wide variety of insignia products and books.

The Bookstore can be relied upon to carry all of the required/requested course materials, textbooks, and supplies for classes taught at the College. The Bookstore works in concert with faculty to ensure an increasing number of used textbooks, rental textbooks and customized texts. In addition, the store offers a rich selection of Whitman clothing and insignia gifts, greeting cards, art supplies, office supplies, health and beauty items, gifts, and specialty chocolate. The Bookstore engages with and listens to ASWC and student clubs and provide a 'WhitCoin' loyalty program for our customers. There is an increasing focus on local products made by the Whitman and Walla Walla community. It has always been important to the store to remain a "bookstore" in the traditional sense, by offering a curated selection of Whitman authors, classics, new fiction, cookbooks, science books, local authors, and books of interest to the Whitman community. All three professional 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. Event collaboration, product and project suggestions are enthusiastically received and often implemented. The Bookstore is committed to being responsive and relevant to Whitman College.

The Bookstore is managed by two full time professional staff: the book acquisition specialist and the merchandise and marketing specialist. In addition, the Bookstore employs a full time financial specialist. The “two in a box” management model works well, as the Whitman College Bookstore is actually two very different stores requiring different skill sets residing in a common physical space.

The Bookstore supports the mission of Whitman College by:

- showcasing the campus to prospective students, families and alumni through our physical store and our online Bookstore;
- offering extended hours during Family Weekend, Reunion Weekends and opening week each semester and rewarding customer loyalty through our WhitCoin Rewards Program;
- 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 the academic departments and visiting scholars by hosting author signings and book promotions each semester;

- curating a selection of trade titles catering the priorities, interests and passions of the Whitman community while offering special order services and discounts.

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 and faculty, including increased offerings in used textbooks, digital materials and rental programs;
- partnering with faculty to ensure timely arrival of requested texts;
- developing leadership skills in the 12-15 student staff who are employed each semester. These associates are trained and deputized to professionally handle all aspects of the store's operation.

Faculty, students, staff and administrators have many opportunities for input into the Bookstore's activities and services. In addition to the Bookstore Advisory Committee, which is resurrected whenever there is a distinct need, the lines of communication are always open. The Bookstore's professional staff co-manage the store through an innovative structure, in which each manager has specific responsibilities while partnering with each other and student managers to determine the direction of the store's growth. The staff finds this model to be both freeing and effective and continues to be excited about the store's future. The staff is committed to staying current in technology and trends and has budgeted for professional development.

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 administrative concerns 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 members 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 2014-2015 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 varsity athletics) 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 2015, 20% of the

Whitman student body 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 NCAA Division III intercollegiate teams:

- Baseball (men)
- Basketball (men and women)
- Cross Country (men and women)
- Golf (men and women)
- Lacrosse (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 Director of Athletics, 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 SSRA and the faculty. This reporting system helps maintain a close connection between SSRA and the academic mission of the College. The College has a Title IX coordinator who is not a member of the athletic department.

The 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://sidearm.sites.s3.amazonaws.com/whitman.sidearmsports.com/documents/2013/11/11/SSRAH_andbook_11-11-2013_.pdf?id=39 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 Whitman College Athletics website for further information: <http://athletics.whitman.edu/>.

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 Director of Athletics works closely with the Vice President for Development and Alumni Relations in this process.

Fundraising is also conducted for Whitman College 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 maximum 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 4-7 p.m. to allow students to take part in extra-curricular and co-curricular activities, including athletic team practice. Every effort 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. The most recent NCAA-mandated (every 5 years) institutional self-study was completed in 2014. External Title IX reviews of the program were conducted in 2010 (a proportionality study that led to the addition of Varsity Women's Lacrosse) and in 2015 (a Laundry List evaluation of program expenditures that is currently in the response phase). Additionally, a Northwest Conference (NWC) expense and compensation comparison study was completed in 2014 to provide NWC College Presidents with comparative data on their athletic programs. The Athletic program faculty/staff participated in a separate college wide Title IX external review in March of 2016.

The Athletic department reports expenses annually to the Department of Education in accordance with the Equity in Athletics Disclosure Act (EADA), and also to the NCAA, which provides comparative data to athletic programs in return for completion of the financial report.

Two other departmental reviews and an external self-study sponsored by the Office of Provost and Dean of the Faculty were conducted in 2006 and 2007. These focused on issues such as the personnel structure of the department of Sport Studies, Recreation and Athletics (SSRA), differences in compensation and evaluation procedures between faculty and adjunct staff and coaches, campus athletic facilities, the course offerings of the SSRA department, recruiting, and the role of athletics at the College.

The Director of Athletics reports to the Provost and Dean of the Faculty, keeping academic imperatives at the forefront of athletic activities. The faculty status of the Director of Athletics further strengthens the connection between the athletic program and the academic mission of the College.

Club Sports

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

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. About 70 percent of students participate in either varsity, club, or IM sports gathering regularly on Whitman fields and courts to participate in one or more events.

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 <https://library.whitman.edu> 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 8 FTE librarians who are supported by 9.5 paraprofessional staff members. In 2013-14 an additional full-time Research & Instructional Librarian was added, while in 2014 an existing position was reconfigured in order to provide data and instructional services.

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. In light of curricular changes and new collection formats, the Collection Development Policy is scheduled for revision in FY16-17. For access to the current 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 2014-15 academic year, Library collections including e-books, numbered just over 626,200 items. Approximately 6,000 items are added annually. The Library subscribes to 4,700 serials titles (primarily in digital format) and provides access to an additional 109,000 digital titles through database aggregators.

Penrose continues subscribing to and investing in e-book collections. Various models, ranging from purchase of single volumes to annual subscriptions, are employed. The effectiveness of e-book acquisition and their usage are evaluated annually. Additionally, the Library participates in the Orbis Cascade Alliance Demand Driven E-book Acquisitions project. This has been in place since 2011-12 and consistently re-evaluates content offerings and pricing models to ensure that e-book purchases serve the needs of all 39 institutions. Further information is available in the Collection Development Annual Report (see Exhibit 2.E.1b) and related statistical reports.

Circulation statistics clearly detail collection strength and robust usage. During 2014-15 there were over 41,000 checkouts associated with the circulating collection. Almost 28,000 of these were initiated by students, while nearly 5,300 were generated by faculty. On average nearly 28 books per student were checked out while faculty borrowed nearly 271 books per person, well above the mean and median collection use statistics for the College's Panel of 13 peer comparison group. Further information is available in the Circulation Annual Report (see Exhibit 2.E.1c) and related statistical reports.

The Library continues to add digital collections of primary source material in support of 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. Robust use of these resources is demonstrated by low cost-per-use ratios. Title renewals are evaluated annually.

Digital resources created locally reside in the College's institutional repository (IR), recently migrated to the Bepress Digital Commons platform. ARMINDA (Accessible Research Materials in Digital Archives), is named in honor of the college's first professional librarian and contains a selection of honors theses, college publications, and materials from Whitman's Global Studies Initiative. Planning is in process to migrate additional digitized archival materials and born-digital resources in the IR and to promote its capabilities and uses among campus constituencies.

Penrose Library is home to the Whitman College & Northwest Archives (<https://library.whitman.edu/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 [Archives West](#), works collaboratively with Whitman College Technology Services (WCTS), and continues to integrate its instruction within the larger Library-wide program. Yearly progress with new accessions, processing, description, digitization, and curricular integration are further detailed in the Archives Annual Report (see Exhibit 2.E.1d).

Access to local and consortial Library resources is continually improved. In FY14-15 the Library migrated to the Ex Libris Alma/Primo platforms in the shared Orbis Cascade Alliance environment. Based upon user-centric design principles, the Library's website and mobile version were completely redeveloped in Fall 2015. 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 membership in the Orbis Cascade Alliance. The Alliance is a Library consortium composed of 39 public and private colleges, community colleges, and

universities in Washington, Oregon, and Idaho. Membership benefits include the shared ILS referenced above, 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 and other governance documents available at <https://www.orbiscascade.org/governance>. 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 39 member libraries collectively develop a shared collection that serves the academic needs of the Pacific Northwest while also acknowledging the importance of strong individual local collections.

Related to Orbis Cascade, Archives West (<http://archiveswest.orbiscascade.org>) provides enhanced access to archival and manuscript collections in Idaho, Montana, Oregon, Alaska, Utah, and Washington through a union database of Encoded Archival Description (EAD) finding aids. Archives West and the Alliance are working towards establishing the Orbis Cascade Alliance as a service hub of the Digital Public Library of America (DPLA).

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 the Library's 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 pieces within specific areas of responsibility. During the 2015 retreat, the strategic priorities (see Exhibit 2.E.2a) 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.

To assist assessment and planning, Penrose Library conducts surveys to gather data from faculty and students. Surveys of the campus community informed purchase, development and configuration/usability of a discovery service, helped identify faculty collection development needs, informed development of web-based services, and helped the College make decisions about resources that are allocated to different programs and to staffing in Penrose (as evidenced by the FY13-14 Board of Trustees' approval of the hire of a new professional librarian and the allocation of additional funding for information resources.) The Library routinely uses information garnered from instruments such as the HEDS Senior Satisfaction Survey, the NSSE Information Literacy Consortium Survey and MISO (Measuring Information Services Outcomes) to assess programmatic effectiveness.

Additional input comes from the Faculty Library Advisory Committee, which also includes student representation. The Library Director meets regularly with the committee to provide strategic planning updates and present issues of concern to the broader Whitman community. Planning and assessment 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. Longitudinal statistical information about the Panel of 13 peer comparison group is also used for planning and assessment purposes (see Exhibit 2.E.2b).

During the FY14-15 academic year the Library staff conducted an extensive self-study in preparation for a regularly-scheduled external review. Recommendations garnered from the initiative are also guiding planning and the development of strategic initiatives (see Exhibit 2.E.2c).

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 and have ex officio positions on the Curriculum, Center for Teaching & Learning Steering, and Academic Technology Advisory committees.

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 students' larger academic development. Beginning with Freshman Orientation, the entire first-year class is introduced to Penrose Library by having current student-employees lead tours that familiarize these new students with the circulation desk, research services, archives, the Library of Congress classification system, and Penrose Library's webpage.

Programming also includes Office Consultations on a drop-in as well as appointment basis for longer more detailed research questions and projects. The time spent with each student rose 58% over the last five years to an average of 21 minutes per meeting. Numbers of students scheduling appointments to talk about Senior Thesis research have risen dramatically, with overall reference appointments increasing 377% over the last five years. These trends led to the transformation of the traditional Reference Desk service into a WCTS support desk that addresses technology needs including laptop checkout, assistance with printers, and other service issues, allowing the Research & Instruction Librarians to focus on in-depth work with students. Additional information may be found in the Instructional & Research Services Annual Report (see Exhibit 2.E.3a) and related statistical reports.

Class visits by Instructional and Research Service Librarians continue to exhibit the same dramatic growth as experienced by their reference work. Over the last five years, the number of instruction sessions rose 83%. Developed collaboratively with the instructor, these visits allow librarians to use a problem-based approach to communicate with classes regarding specific research methodologies and strategies. Librarians create online guides to provide starting points for student research. These "Research Portals" are integrated into the course management system, providing easy access after the session with the librarian. Instruction is firmly grounded in the new [ACRL Framework for Information Literacy for Higher Education](#), and locally developed Articulation of Teaching Statement and Information Literacy Scaffold (see Exhibit 2.E.3b).

Additionally, two 1-credit semester-long courses are listed 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 help them understand information systems and their place within the information ecosystem.

The Archives and Special Collections welcome and encourage all students to incorporate archival materials into their research 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 is becoming the norm for students throughout the Whitman curriculum. Exhibits in Penrose Library give students the opportunity to showcase their work and help to promote the wide ranging collections available for research and scholarship.

Visual Literacy and Digital Humanities are being investigated at the College and the Library has created a few resources. Projects have included short-term work to digitize historical college photographs and a year-long collaboration between librarians, WCTS staff, and Library student employees that generated the Portraits of the Past exhibit.

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, Teagle Planning Grants and others. The Teagle grant explored ways in which to develop collaborative approaches 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, seven days per week, during the academic term. A review of building usage and student Library needs has sparked discussions about facility needs.

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* survey to help gather user feedback regarding library and technology service areas. [MISO](#) provides data that can be compared across peer institutions annually and longitudinally. Whitman is repeating this survey on a 4-year cycle and will administer it again in Spring 2017.

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 (see Exhibit 2.E.4).

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 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.

As previously mentioned, the Library participates in the College’s academic program review process and is subject to a thorough External Review every ten years. The most recent review in 2015 identified strengths, opportunities, and areas for further study that will be included in the college’s strategic planning process (see Exhibit 2.E.2c).

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 \$1,735,000 (to be reduced to \$1,000,000 for fiscal year 2018) to protect against budget deficits. 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 \$2,407,000 enrollment reserve which 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. Debt service is funded out of the operating budget. The College has also set aside over \$18,293,000 in quasi endowment to fund the liability of a tax-exempt bond issue, which matures as a bullet in 2029. The College projects these funds will grow to exceed the amount of the principal due at maturity.

For the College's Year-End Budget Report, which is included in the Budget Advisory Meeting documents of October 23, 2015 (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, as well as effectively projecting enrollment, financial aid and non-tuition revenue sources. When shortfalls occur, management analyzes the issues, engages the community and makes necessary adjustments. For example, the College did not make its target first year and transfer student class for fall 2015. In addition, financial aid costs were significantly higher than budgeted. The College forecast a \$2.5 million net tuition revenue deficit for 2015-2016 which is being covered by contingencies in the budget and reserves. Total enrollment for fall 2016 is about 40 students under budgeted enrollment. The College has made a number of adjustments to its merit aid programs, yield activities, and assumptions for yield for next year's class.

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 Cabinet 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. Concurrently, all departments submit budget requests for the following year. Requests are reviewed by

the on-campus Budget Advisory Committee, which includes students, faculty, administration, staff and one Trustee. The committee advises the President on top priorities. The Budget Advisory Committee 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, this planning process helps to ensure priority programs and services receive adequate funding.

For the College's Strategic Plan (see Exhibit 2.F.3).

To access the Budget Advisory Committee website, please see: <https://www.whitman.edu/business-office/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 Colleague for its integrated financial accounting system and student records. All employees with budget responsibilities have access to monthly budget reports either electronically or on paper per their preference. The College produces audited financial statements in accordance with generally accepted accounting principles. The Controller, in conjunction with the Associate Controller and Assistant Controller, design, review, and monitor compliance with internal controls. The College's independent auditors review and test internal controls annually.

To access Whitman's Consolidated Financial Statements, please see <https://www.whitman.edu/business-office/public-documents/financial-statements>.

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 the stated mission and core theme objectives. The College has been disciplined in its funding of 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 funds capital projects through a combination of the life cycle program, a \$500,000 annual capital projects budget, gifts and debt. The College recently completed a \$165 million campaign, which focused on growing endowment, but also included several capital projects. Recent capital projects included building a new visual arts building, expansion and renovation of the social sciences building, renovations of science labs, renovations to athletic facilities, creation of two computer science labs, and creation of the Glover Alston Center (multicultural center).

Outstanding debt totals \$56 million and debt service is approximately 3.6% 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 September 2013, Moody's reaffirmed Whitman's current rating of Aa3 with a stable outlook (this rating was reaffirmed in fall 2016).

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 based on the physical space occupied.

2.F.7

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

The College's 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 at least once a year meets with the auditors 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 College's auditors, Moss-Adams, have not made any management comments to the Audit Committee in the past three years. The auditors have twice in the past three years communicated to management best practices and other comments designed to strengthen internal controls or increase efficiency. The auditors provide a management letter when necessary. Auditor management letter recommendations together with responses by management are then reviewed by the Audit Committee. 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. The link to access Whitman's IRS forms 990 is <https://www.whitman.edu/business-office/public-documents/irs-forms-990>.

In accordance with A-133, the scope of audit work includes student financial aid, which is currently Whitman's only major program, and also includes a management letter as necessary.

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.

Development staff adhere to standards of the Council for the Advancement and Support of Education (CASE) and the National Society of Fundraising Executives (NSFRE). The College encourages fundraising staff to participate in meetings sponsored by such organizations as well as in other professional development opportunities, which increase their knowledge, skill and professionalism. Whitman complies with national and state regulations regarding fundraising activity. 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 <https://www.whitman.edu/human-resources/training-and-resources/ada-accommodations> and <https://www.whitman.edu/academics/academic-resource-center/disability-support-services/information-for-students>.

For information on emergency procedures, please see <http://emergency.whitman.edu/what-to-do.html>.

For access to the College's past and present Annual Security Reports, please see <https://www.whitman.edu/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, preparedness and prevention

programs. The College has an Accident Prevention Plan, which addresses general workplace safety, and both a Hazard Communication Plan to protect all employees from workplace chemical hazards, and a Chemical Hygiene Plan to protect faculty, students, and staff in laboratories and art studios.

The Manager of Environmental Health and Safety regularly conducts workplace safety education, training and outreach, inspects laboratories and art studios which use hazardous materials, and assists departments in preparing safety plans specific to their activities.

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

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 2016).

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 necessary for the instructional and operational activities of the College. The College has operating budgets to support technology networking infrastructure, the equipment necessary to support the faculty's and staff's technology needs, (maintained through four- and five-year replacement cycles 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 primarily funds the replacement of old equipment. Every academic department has an operating budget adequate to support its

laboratory and other material 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 Technology Services 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, Technology Services 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 computers
- Training and workshops for students, staff, and faculty
- Development and support of administrative information systems

Technology Services 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 Technology Services (WCTS) department. Technology Services consists of 26 professional staff members (25.65 FTE) who provide ongoing support to the technology infrastructure and its constituents. Technology Services is led by the Chief Information Officer, who reports directly to the President and is a member of the President's Cabinet. Technology Services is organized into five functional areas: Technology Infrastructure (server, systems 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 the classroom technology); Client Services (helpdesk, consulting and technical support for institutional and student computers); and Information Security.

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 wireless network was upgraded over the past three years providing coverage to 100% of its facilities and faster wireless connectivity

including some outdoor spaces (e.g., Ankeny Field).

The College upgraded its Internet bandwidth to a 1Gbps connection in 2015 and provides guest wireless access to the Internet through a third party. Technology Services continually monitors the Internet bandwidth utilization to determine if bandwidth 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 180 servers that support enterprise systems, applications and databases, as well as special need servers.

Whitman College uses Ellucian (formerly Datatel) Colleague for its Enterprise Resource Planning System (student and financial system). The College has utilized Colleague since implementation in 2000. A team of six 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. On average, there are about 330 courses and 190 faculty making use of the Learning Management System during semesters. Instructional and Learning Technology staff is working with the faculty advisory committee (Academic Information Technology Advisory Group (AITAG)) to evaluate the current Learning Management System and determine if it is meeting current needs or if a new direction is desired.

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 and SAS for statistical analysis, and NVivo for qualitative data analysis – programs used primarily in the Division of Social Sciences. Technology Services regularly consults with academic and administrative departments on their technology needs and helps to evaluate and select solutions that can advance their operations.

Technology Services has worked with various administrative departments to implement “cloud services” to support operations, such as the implementation of a Customer Relationship Management (CRM) solution for student recruitment (Slate), an electronic portfolio service and student conduct and intervention tool (Simplicity), and an alumni social network system (iModules).

The College has a number of public computer labs that are accessible to all faculty, staff and students. There are also a number of department-specific computer labs that provide equipment and software to support specific academic programs. The College operates a Multimedia Development Lab, and has a team dedicated to instructional and learning technology needs that support the academic mission.

The Division of Natural Sciences and Mathematics has a number of special technologies in labs that are supported by Technology Services staff in conjunction with vendors, and has a dedicated

Instructional and Learning Technologist who assists with needs in that division. The Divisions of Social Sciences and Arts and Humanities also have dedicated Instructional Technologists to support the needs that pertain to departments and programs within those divisions. The CIO and the Provost and Dean of the Faculty meet regularly to partner in the planning for technology initiatives that can advance the academic mission and enhance learning and scholarship.

Technology Services has a full-time Information Security Officer that provides the leadership for implementation of technologies that protect the information assets, the development and ongoing revision of policies that govern College data and access, and information security education to faculty, staff and students.

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.

Technology Services operates a technology helpdesk for call-in or drop-in support questions. The Helpdesk operates during the hours of 8:00 AM-noon and 1:00 PM-4:00 PM and is staffed by student employees (for the most part). The students are trained and can resolve many calls over the phone or in person before escalation to a professional staff person.

As mentioned earlier, each academic division has a dedicated Instructional and Learning Technologist who works with faculty to find innovative and creative ways to integrate technology into teaching and learning. Technology Services staff participate in the new faculty orientation to provide information about the services available to them. Faculty are offered training opportunities on the technology that is in classrooms around the campus. Technology Services staff are available to support technology needs for special events. Training for groups is available upon request and can be customized to meet particular needs, as well as one-on-one consultation from helpdesk and professional staff is ongoing.

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 Cabinet, which meets weekly. This positions the CIO to understand the institutional priorities as well as the broader institutional landscape, which in turn provides Technology Services the ability to proactively determine how technology might impact those priorities and goals.

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 (AITAP) 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 Technology Services on academic technology priorities and initiatives. The Student Technology Advisory Committee (STAC) is a student committee with three to six student representatives along with Technology Services 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, technology controls, and education. Finally, technology topics are interwoven into various

Governing Board Committee meetings as appropriate, particularly the Audit Committee.

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

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. As the College embarks on a College-wide strategic planning process, technology will definitely be a part of that process and interwoven into the College-wide plan.

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.

Standard Three – Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Core Theme Planning, Assessment, and Improvement

As indicated in the "Guidelines for the Preparation of Year Seven Self-Evaluation Reports," and as relayed to the participants at the 2016 Year Seven Self-Evaluation Workshop, the Core Theme Planning, Assessment, and Improvement section will group the standards having to do with core theme planning, assessment, and improvement together. Specifically, this includes Standard 3.B (Core Theme Planning), Standard 4.A (Assessment), and Standard 4.B (Improvement).

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22. Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Expected student learning outcomes for each degree program are published on the College website and in the *College Catalog*. Academic departments and programs periodically evaluate their expected student learning outcomes and measure student success based on student achievement of those outcomes. Degree program learning outcomes are evaluated both internally and externally to ensure appropriate levels of rigor, breadth and depth.

23. Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Whitman College is perpetually evaluating and planning for the health of its academic programs, its student life programs and facilities, and its physical and technological resources and capacities. The President's Cabinet, the Board of Trustees, the Office of Institutional Research, and working groups, task forces and committees, as well as the entire faculty and staff, are engaged and committed to achievement of the College mission and to continuous improvement. Data are collected and campus climate and circumstances are monitored by these groups so that Whitman College remains flexible while pursuing the mission of the College. Campus initiatives are publicized in a variety of venues. These can include written forums such as the student newspaper, the alumni magazine, and the College website, or oral and/or visual presentations at governing board meetings, faculty and/or staff meetings, alumni gatherings or other events.

3.A – Institutional Planning

3.A.1

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

Planning is integrated into the culture of Whitman College, with benefit to student learning as the primary focus in the context of Whitman’s mission. The overall governing document is the College’s Strategic Plan, which is a three year rolling document produced by the President’s Cabinet. Each summer, Cabinet Officers work with their respective department heads to write a progress report on initiatives and activities in the strategic plan from the previous year. Cabinet Officers also propose updates to the strategic plan each summer. Faculty have input into strategic plan development through defined channels of communication. Departments (through department chairs) report to the elected division chairs, who report to the Committee of Division Chairs, of which the elected Chair of the Faculty is a member, as is the Provost and Dean of the Faculty. The Chair of the Faculty and the Provost and Dean of the Faculty are members of the President’s Cabinet. Staff have input into strategic plan development through parallel channels, through immediate supervisors to representatives on the Personnel Advisory Committee (PAC), to the relevant Cabinet Officer. Students have input through many departments who work directly with students, and in addition, students have membership on important planning committees such as the Curriculum Committee, the Budget Advisory Committee, various ad hoc committees, and committees of the governing boards. The student government (Associated Students of Whitman College – ASWC) is another avenue for student input.

The President’s Cabinet finalizes changes to the strategic plan at a retreat every August. The updated plan is shared with the governing boards at their November meeting and with the broader Whitman community through the Budget Advisory Committee (BAC) website. Department heads and the Committee of Division Chairs are asked to weigh budget requests in the fall against the priorities of the strategic plan. Their recommendations are passed along to the Budget Advisory Committee, which considers the priorities identified in the plan when evaluating budget requests. Their recommendations are passed to the Board of Trustees, which has ultimate authority over resource allocation.

The effects of plan implementation are published in various venues, among them a peer comparison dashboard of key issues created by the Office of the Treasurer and Chief Financial Officer (see Exhibit 3.A.1). The data in this dashboard are used, along with other information, to plan for subsequent years and to update and modify the strategic plan accordingly. For example, when applications for admission dipped in 2014-2015, the Office of Admissions responded by altering recruiting strategies, and applications were up to normal levels in 2015-2016. This example illustrates Whitman’s commitment to recruiting a full and diverse class every year, to maintaining robust and consistent enrollments over time, and to being flexible in response to changing conditions external to the College.

Note that as of July 2015, President Kathleen Murray is leading the College in a new phase of strategic planning. The avenues for faculty, staff, and student input, as well as the process for information dissemination, may change after the transition in leadership, but the commitment to ensure transparency and to seek input from the entire campus community has been made clear.

3.A.2

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

As discussed in standard 3.A.1, Whitman's planning is broad-based and offers opportunities for input by constituencies from all parts of the Whitman community. Broad institutional strategic planning occurs as outlined in 3.A.1, but planning occurs at every level and is often grassroots. If a problem or a need is identified, it is likely that a task force or working group, whether formal or informal, will be formed to address it. An example of a formal working group was the Science Working Group, which was one of the working groups constituted in 2013-2014 by the Board of Trustees and which had broad campus representation and membership. The focus of this group was to gather data on science facilities and to use those data to assess science space and resource needs given current and future predicted enrollments. A final report from this group was presented to the Academic Affairs Committee of the Board of Trustees in spring 2016. An example of a less formal group is a monthly gathering of about 10-20 science faculty interested in issues of equity and access in the sciences. This informal group initiated and successfully completed an effort to join the Northwest Partnership for Undergraduate Life Sciences Education (PULSE). These efforts are a prelude to a proposal to HHMI for monies directed at curricular strategies to improve inclusivity and retention in the sciences, a goal which is clearly aligned with the College's strategic plan and mission to be "...committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education." These endeavors were prompted by data that showed that students from traditionally underrepresented groups who stayed in the sciences were graduating with lower grade point averages than more traditional students (see Exhibit 3.A.2a). Though these are only examples, they are illustrative of the types of planning and implementation that can and do happen in all quarters of the College. Students are also involved in planning and implementation. One of the most prominent examples is the now-annual Power and Privilege Symposium, a campus-wide day of panels, talks and workshops dedicated to issues of power and privilege. This is an effort conceived, planned and implemented entirely by students.

Institutionally, every campus constituency has input into planning. The President meets with students, faculty and staff, so everyone has an opportunity to communicate with the leader of the College. The President also relies on input from the President's Cabinet members, who gather and receive information from their respective constituencies. For example, staff have input through representation on the Personnel Advisory Committee (PAC), which feeds information to the President's Cabinet via the Director of Human Resources and then the relevant Cabinet Officer. Faculty have input through the elected division chairs, the elected Chair of the Faculty and the Provost and Dean of the Faculty (who are all members of the Committee of Division Chairs, or CDC – the Chair of the Faculty and the Provost/Dean are also members of the President's Cabinet). Students have input through the Associated Students of Whitman College (ASWC), and then on to the President's Cabinet either via the Dean of Students or the Chair of the Faculty. In addition, the President and the President's Cabinet meet regularly with the President's Council, which is a group of director-level staff who both give and receive information to and from Cabinet Officers from a variety of campus constituencies. In sum, Whitman's flow of information and input for decision-making is convergent – beginning with a campus-wide base and feeding information through defined channels until the information reaches the President's Cabinet, and ultimately, if appropriate, the Board of Trustees.

For decisions and planning requiring major resource allocation decisions, the Budget Advisory Committee becomes involved as well, as part of the annual budget cycle. The general flow of information for planning and requests for resources follows the basic path of: task force, department, group or committee → direct supervisor or elected representative → PAC, CDC, or ASWC → President's Cabinet → Budget Advisory Committee → President's Cabinet → Board of Trustees. Note that the President's Cabinet plays a crucial role twice...first in receiving and evaluating information from campus

constituencies; second, in reviewing and refining the deliberations of the Budget Advisory Committee (BAC). The Budget Advisory Committee has campus-wide representation, including Trustees, President's Cabinet members, the faculty division chairs, and staff and student representatives. It is the BAC's role to prioritize requests based on the strategic plan and alignment with the College's mission. Specific cases of information flow may deviate from this model – for example, the Science Working Group was constituted by the Board of Trustees, so reports and recommendations were made directly to the Board of Trustees (although recall this group had broad campus representation).

The Whitman Inclusion Diversity and Equity (WIDE) Council presents a unique example. The College has recently hired, for the first time in its history, a Vice President for Diversity and Inclusion, who is a member of the President's Cabinet. This position highlights Whitman's commitment to the issues of access, diversity and inclusion in higher education and particularly at small, selective liberal arts colleges. The Vice President for Diversity and Inclusion co-chairs WIDE. This council has broad, cross-campus representation and has held extensive deliberations among its members and campus constituents. Having constructed its own diversity strategic plan and facilitated a campus-wide climate study, this group's findings will impact and nourish the College's broader institutional goals and strategic planning using the plethora of data it has collected and analyzed (see Exhibit 3.A.2b-c).

3.A.3

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

Whitman College's comprehensive planning process is informed by the collection and analysis of data. As mentioned above, an excellent example is the WIDE Council, a large and diverse group that was constituted to examine issues of inclusion, diversity, equity, access, and retention on Whitman's campus. Under the direction of the WIDE Council, Whitman conducted its first ever campus-wide climate study. In addition, the Council constructed its own strategic plan (see Exhibit 3.A.2b). The WIDE strategic plan and data from the campus climate study will inform the College's overall strategic plan. The work of this council speaks to the mission's quest to "...foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world." Another prominent example of gathering, analyzing and using extensive data for planning and resource allocation is the Living at Whitman Initiative (see Exhibit 3.A.3a-b). The Office of Student Affairs, and in particular Student Life, conducted student surveys, gathered information from student focus groups, and gathered data about student living conditions for years, in preparation for a proposal to build a new sophomore residence hall and new campus dining facility (with future plans for on-campus junior and senior housing). In addition, student life staff visited peer institutions to form a comparative perspective. The Board of Trustees formed the Residence Life Working Group, again with broad campus representation. Group members went on tours of current facilities and were privy to the data gathered from student surveys, focus groups, etc. The implementation of the Living at Whitman Initiative is now underway, in alignment with the mission's goal of providing "...a supportive residential life program that encourages personal and social development...".

Planning and implementation are always based on data, and decisions are made based on student learning and fulfillment of Whitman's mission within existing priorities and resources. The Science Working Group is a prime example of a case where thoughtful data analysis resulted in the decision to *not* pursue expanding the footprint of the science facilities at this time (see Exhibit 3.A.3c). Instead, prudent use and reconfiguration of existing spaces, along with innovative use of the College's new class schedule, will be the courses of action for the time being. These more conservative measures will nonetheless allow the mission's missive of "Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage" to proceed unimpeded.

3.A.4

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

Whitman's strategic plan articulates institutional priorities and guides decisions on resource allocation and application of institutional capacity. As outlined above, Whitman's strategic plan is under ongoing examination, with input from all campus constituencies, but with primary responsibility for prioritization resting with the President's Cabinet. Resource allocation is scrutinized at several levels. The first level of analysis is at the level of department heads and area directors, who are asked to weigh budget requests in the fall against the stated priorities of the strategic plan. The President's Cabinet then makes an initial evaluation of the presented budget requests, followed by a close appraisal by the Budget Advisory Committee, which is tasked with considering the priorities identified in the strategic plan while assessing the budget requests. The deliberations of the Budget Advisory Committee are followed by a second evaluation by the President's Cabinet, which then presents a budget to the Board of Trustees for approval. As stated in Standard 3.A.3, decisions are based on analysis of gathered data.

Resource allocation and capacity issues also pertain to human resources, and this is currently a topic of spirited discussion on campus. Given the 8.2-to-1 student/faculty ratio, questions regarding the number of tenure track vs. non-tenure-track lines, as well as the total number of instructional staff, are being examined. These questions include not only numbers of bodies (and what numbers are appropriate), but also course release time to perform other work, the hiring of spouses/partners of tenure-track hires as adjuncts, and other issues. An example of a working group that started out informally but gained formal working group status, is the Non-Tenure-Track Working Group, which is gathering data to help flesh out the current status of non-tenure-track positions at Whitman. Simultaneously, the Office of Institutional Research has gathered data over the last several years to track the number of tenure-track and non-tenure-track faculty at the College, as well as the number of courses taught by them (see Exhibit 3.A.4a-b). These data impacted the number of new tenure lines approved by the Board of Trustees in spring 2016.

3.A.5

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

Whitman College takes very seriously the health and safety of all members of its community, including during an emergency. A group of staff concerned with emergency management meets at least quarterly to continuously plan for emergency preparedness and response. This team is led by the Environmental Health and Safety Manager (currently Fred Miller), with representation from the Welty Health and Wellness Center, Technology Services, the Office of Communications, Campus Security, and the Title IX Administrator. The group develops emergency policies and procedures with guidance from FEMA, Disaster-Resilient Universities, and peer institution-based consultation, following best practices at colleges and universities.

The Environmental Health and Safety Manager meets with peers from colleges in the Pacific Northwest twice per year. The current Environmental Health and Safety Manager is a member of the board of the College and University Hazardous Materials Conference, which is actually a broad-spectrum environmental health and safety and emergency preparedness group. He also attends a Loss Management professional training seminar in Seattle annually. In addition, Whitman College undergoes an annual risk assessment by the College's insurance carrier, FM Global.

The emergency management team holds periodic exercises and drills with the College administration, with participation by the local police and fire departments and the local emergency dispatch center, so

that roles and lines of communication are clearly established. Local fire, police and SWAT teams train in Whitman College buildings during College break periods.

Recently, doors of all College classrooms and teaching laboratories have been fitted with doors that lock from the inside without a key. The College has purchased new radios and has upgraded radio communications so that there are no radio-dead zones on campus. “Timely warning” notifications are being upgraded through Blackboard Connect so that they are available via text or voice message, in addition to e-mail.

Whitman’s planning for preparedness and response in the event of an emergency is consistent and ongoing. New material is incorporated into policies and procedures as new best practices emerge.

For Whitman’s Emergency Management page, see <https://www.whitman.edu/environmental-health-and-safety/emergency-management>.

For Whitman’s Emergency Plan, see <https://www.whitman.edu/environmental-health-and-safety/emergency-management/emergency-management-plan>.

For Whitman’s instructions on what to do in particular types of emergencies, see <http://emergency.whitman.edu/what-to-do.html>.

3.B – Core Theme Planning

3.B.1

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

Core theme planning is consistent with the institution’s strategic plan. The core themes: I - Academic Excellence; II - Student Engagement, Personal Development, and Leadership; and III - Collaboration and Community, together encompass the spirit of the College’s mission statement and thus guide the selection of programs and services that ensure accomplishment of each of the core themes’ objectives. For example, Core Theme I – Academic Excellence, consists of objectives that, if met, ensure that the College hires and retains faculty who are excellent scholars as well as excellent teachers and who are engaged in their disciplines and committed to their students. Core Theme I also contains objectives that, if met, ensure both breadth and depth of study, as well as the acquisition of skills such as critical thinking, the ability to analyze and criticize, and the ability to communicate in both oral and written forms. The programs and services that contribute to the achievement of the objectives for Core Theme I incorporate rigorous standards for hiring and high expectations for promotion and tenure, yet College planning includes robust opportunities for faculty development, for sabbatical leaves to pursue scholarly ambitions, and opportunities for both students and faculty to engage in original research and to present that work in local, regional, national and international forums. While the expectations for academic excellence are ambitious, the College has intentionally supported and planned for programs and services (the sabbatical leave program, support of a strong library, support for pedagogical innovation, support for student-faculty research, support for professional travel, etc.) that assist and encourage both faculty and students to succeed, in order that a culture of intellectual vitality thrives at Whitman College.

Core Theme II – Student Engagement, Personal Development, and Leadership, captures the Whitman belief that students grow as individuals by becoming involved in activities that occur outside of classrooms as well as within them. There is a strong sentiment at Whitman that classroom experiences inform out-of-class experiences and vice-versa. The planning for programs and services that facilitate the

achievement of Core Theme II objectives include expanding and elevating the role of the Student Engagement Center, continuing rich programming in Student Life, offering many and varied opportunities for student involvement on and off campus, and continuing to provide financial resources for student-faculty collaborative research.

Core Theme III – Collaboration and Community, reflects the conviction that Whitman students need to become aware of, knowledgeable about, and involved in the world outside of Whitman. Again, the planning for programs and services that speak to the objectives within this core theme has been intentional and aligned with the strategic plan. The expanded role of the Student Engagement Center is one example (e.g., in helping students find internships, paid work, volunteer opportunities, etc.). Continued support of offices like Off-Campus Studies and the Intercultural Center, as well as the hire of the new Vice President for Diversity and Inclusion, speaks to Whitman’s ideal that students experience a diverse array of perspectives and viewpoints while analyzing and forming their own. The continued support of visiting educators and O’Donnell lecturers further supports this cause. Whitman’s conscious practice of inclusive self-governance speaks to the culture of collaboration that Whitman seeks to cultivate. In addition, Whitman recognizes its responsibility to the well-being of the planet with which it expects its students to engage, and has thus hired a sustainability coordinator.

In sum, planning for core theme programs and services is intentional and supports achievement of core theme objectives. As a new administration embarks on a new phase of strategic planning, core themes may be revised. However, they will be revised with intentional planning that continues to recognize and guide resource allocation for programs and services that facilitate their success.

3.B.2

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

Similar to the planning for programs and services, the selection of contributing components of those programs and services is intentional, with the goal of contributing to the achievement of program goals and intended outcomes. As one example (pertaining in particular to Core Theme I – Academic Excellence), one indicator of Objective I (culture of intellectual and creative vitality thrives) is participation in student-faculty research and participation in the Whitman Undergraduate Conference. These programs could not happen without financial support, which the College allocates, but these programs also need additional supporting staff – staff to keep track of budgets and stipends for research; staff who organize and coordinate the Whitman Undergraduate Conference, from calling for proposals to reading and editing proposals to arranging for rooms, entertainment, and food. In addition, the College supports the latter program by providing a day free from classes so that the entire campus can participate. Another example involves the common first-year course, *Encounters*. The *Encounters* syllabus is reviewed yearly by the Encounters Curriculum Subcommittee to ensure its relevance and its potential to enable students to “develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences” as set forth in Objective 2 of Core Theme I. Contributing components to core theme programs and services are well conceived, thorough, and supported.

Illustrative examples can also be drawn from objectives and benchmarks of Core Themes II and III. Planning for programs and services without planning for contributing components of those programs and services would be incomplete.

From Core Theme II – Student Engagement, Personal Development, and Leadership, one of the opportunities that students have to engage and develop leadership is to participate in the Greek system. Whitman College provides the resources for this program to be in place, but in order for the system to

effectively facilitate personal development and leadership qualities, programming, training, and accountability must be in place as well. Hence, the Greek Award for Excellence has been planned and developed (see Standard I, Core Theme II, Objective 2).

For Core Theme III – Collaboration and Community, one example is the recent rearrangement and expansion of the Intercultural Center staff. Needs of the program (and others) are continually being evaluated, and in this particular case, it became apparent that the needs of students would be better met if the responsibilities of the Director of the Intercultural Center were divided between two assistant directors. The Stuart Coordinator of Religious & Spiritual Life became one of the co-assistant directors, and a new co-assistant director was hired to complete the directorship. In addition, the position of International Student and Scholar Adviser was expanded, and a new Intercultural Center Program Adviser was added to the team. The Intercultural Center is now overseen by the Vice President for Diversity and Inclusion. This boost in staffing and reorganization developed a more prominent profile for the center on campus and facilitated more effective programming (and hence fulfillment of Core Theme III, Objective 1 – “The College demonstrates a commitment to diversity.”).

3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Data are collected in order to evaluate the accomplishment of core theme objectives for all three core themes, and the benchmarks for achievement of core theme indicators are stated in Standard I. Planning for programs and services is informed by these data. In the years between Whitman’s Year-Three Self-Evaluation and its Year-Seven Self-Evaluation, indeed a few indicators were deemed irrelevant and were abandoned in favor of more appropriate and meaningful indicators. These are reflected in the revised version of Standard I in this report. In most cases the indicator was deemed to no longer be reflective of the core theme objective. As the College enters a new phase of strategic planning with new leadership, it will also be starting a new round of the accreditation cycle with Year 1 – Mission and Core Themes. The fortuitous congruence of these events allows for a fresh and concentrated look at the current core themes and objectives, as well as the supporting data for the benchmarks that indicate fulfillment. The College is perfectly poised to review and revise its core themes, as it deems appropriate, based on the gathered data and on the collective vision for the next chapter of Whitman’s place in higher education.

Data are analyzed and used to evaluate the accomplishment of core theme objectives and to aid in core theme planning. For example, in Core Theme I, Objective 1, a “culture of intellectual vitality” is measured in several ways. Included among them are robust participation in intellectual pursuits, such as faculty/student research, and learning for both breadth and depth. Another is the sharing of research through vibrant discussions and active forums, for example at the Whitman Undergraduate Conference; student and faculty participation and presentation at professional conferences would be another example. Data show that requests for summer research funds and requests for student travel to present research findings has grown over the years. Analysis of data on all counts suggests that these pursuits and the goals associated with them are being met. More importantly data show that they have a positive impact on student learning and are thus worthwhile and merit continuation. The College has responded to this demand (and fulfillment of Core Theme I, Objective 1) by continuing and increasing support for these activities whenever possible.

Core Theme II, Objective 2 gives another example of planning informed by data. Two very different types of co-curricular activities, the Outdoor Program and the Power and Privilege Symposium, yield leadership skills in the students who participate in them. The vigorous affirmation of the acquisition of

leadership skills in both of these programs advocates for the continued monetary support, training, staffing, and moral, temporal and physical support for them to continue and evolve.

An example of planning for programs in Core Theme III, Objective 1 (commitment to diversity) is also based on data. As a particular example (Indicator d), the number of Whitman College faculty of color has remained fairly constant over the last five years (Whitman Factbook). To the extent that this core theme and objective align with the Whitman mission, specifically to help students succeed in a changing, technological, multicultural world, Whitman has not been as successful at hiring and retaining a diverse group of faculty as might be hoped. In response, every search chair undergoes a diversity training session prior to conducting a search. Similarly, Whitman has constituted the WIDE Council, which has been charged with (among many other things) studying issues of hiring and retention of diverse faculty. The Center for Teaching and Learning hosts programs on issues such as difficult dialogs, micro-aggressions, and trigger warnings, in an effort to foster campus inclusion, respect and safety for everyone, including faculty of color and faculty from other underrepresented groups. This illustrates the use of data to facilitate further actions that will (hopefully) result in core them objective accomplishment (demonstration of Whitman's commitment to diversity, in this case).

Standard Four – Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A – Assessment

4.A.1

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

As set forth in Standard 1 and Appendix A (and the associated exhibits in the Accreditation CLEo site), the College routinely and systematically collects data to measure the benchmarks set for the objectives of all three core themes. These data confirm whether relevant benchmarks have been met, which in turn indicate the level of achievement of various core theme indicators, and by extension, core theme objectives and core themes.

4.A.2

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

Whitman College evaluates its programs and services both internally and externally in order to evaluate the achievement of program goals and intended outcomes. As an internal evaluation, academic departments and interdisciplinary programs are tasked with formal self-evaluation every three years. Items that are addressed in these periodic self-evaluations include: department- or program-level learning goals, updates to past action items, current or future action items, assessment techniques for the department/program as a whole, examples of course-level learning goals, and student progression through the major (Exhibit 4.A.2a). In the interim, all academic departments and programs are expected to continuously take stock of their key academic components (just as faculty are expected to continuously monitor their own courses) and to revise them if appropriate. These can include revision of the course of major study, of senior assessment exercises, of requirements for Honors in Major Study, and so forth. Faculty are expected to be abreast of current pedagogies and innovations in their areas of expertise, as well as of movements and issues in higher education more generally. Approximately once every ten years, all academic departments and programs undergo a formal external review. A team of reviewers with appropriate expertise and broad perspectives is invited to campus to conduct in-depth interviews and to evaluate data in such materials as alumni surveys, an introspective and reflective departmental self-study, budgets, and other items submitted to them by the academic program and the College (Exhibit 4.A.2b). At the conclusion of the on-campus visit, the review team submits a report with recommendations for the department/program moving forward, typically including short-, medium-, and long-term action items. The department/program members then meet to discuss the report and craft a departmental response to it. Finally, the department/program members meet with the Provost and Dean of the Faculty and the Associate Dean for Academic Affairs to debrief and discuss the review and the department's/program's plans. In both the periodic internal self-evaluations and the external reviews, the

faculty are the primary drivers of the process and have responsibility for gathering and assessing data, as well as utilizing those data to make improvements to their programs.

There are two special cases – the first-year Encounters course and the Global Studies Initiative – for which the director submits an annual self-evaluative (as opposed to a 3-year) report. Both of these key academic initiatives, which affect the entire student body, are scheduled to undergo external reviews in 2016-2017.

Other offices at Whitman have both internal and external review procedures in place which more or less parallel the process described above for academic departments and programs. Offices that report to the Provost and Dean of the Faculty (Library, Registrar, Off-Campus Studies, etc.) undergo external reviews approximately every ten years, and the directors of those offices submit annual self-evaluative reports to the Provost and Dean of the Faculty. Follow-up meetings with the directors are set to discuss progress toward goals, to outline achievements for the year, and to set goals for the following year.

Offices that report a budget officer other than the Provost and Dean of the Faculty (Physical Plant, Security, Admissions, etc.) undergo external reviews approximately every ten years. These reviews are orchestrated by the Office of Human Resources. Internally, the director or head of virtually every operation on campus sets annual performance goals with their supervisors. These goals, and progress toward them, are then incorporated into the annual reviews of those individuals, and goals are re-set for the following year, accordingly. Many, but not all, offices on campus have their own mission statements, which guide a productive and supportive work environment in alignment with the mission of the College.

4.A.3

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

Faculty are responsible for ensuring that students achieve course learning outcomes. By assigning passing (or failing) grades, faculty identify the extent to which students have accomplished the course learning goals. As students progress through a major course of study, they mature and acquire the skills and attributes outlined in the College's mission statement, such as the "...capacities to analyze, interpret, criticize, communicate, and engage." These are characteristics that faculty are expected to cultivate in their students, and departments are required to address how and whether students change, mature, and acquire these skills over the course of their college career in the departmental periodic self-evaluations. The culmination of a student's academic experience at Whitman College is the Senior Assessment in the Major (SAM). The SAM varies in specific form from department to department, but it is comprehensive and includes breadth and depth in disciplinary areas, critical thinking, synthesis of concepts, and both written and oral communication assessment. Passing the SAM and all major (and other required) courses indicates achievement of degree learning outcomes.

In addition to course- and department/degree-level assessment of student achievement, the College also collects institutional data. Every time a department undergoes an external review, a comprehensive survey is sent to alumni of the program. The survey contains questions about whether the alumni perceive they acquired critical, key skills and achieved stated learning goals while they were students at Whitman. The College also routinely administers senior surveys to senior students before they graduate. These are standardized national surveys which allow Whitman to gauge the responses of our students to national data and include the Cooperative Institutional Research Program (CIRP) College Senior Survey, the HEDS Senior Survey, and the NSSE Survey (see Exhibit 4.A.3a-c). Whitman also administers a survey to

recent alumni, the HEDS First Destination Survey (see Exhibit 4.A.3d-e). Survey questions that in particular relate to program learning goals are analyzed to determine whether achievement of student learning goals is being realized. Beginning in fall 2012, Whitman initiated a project called the Whitman Study of Student Learning Experiences (WSSLE). It was sponsored by a mid-career Mellon grant awarded to (former President) George Bridges in 2012. It was a longitudinal study of 75 students who started at Whitman in fall 2012 and graduated in spring 2016. This project yielded data on many aspects of the student experience at Whitman over the course of four years. The data were analyzed and summarized in a variety of reports (see Exhibit 4.A.5a and Exhibit 5.A.1a-p).

Indirectly, we know that Whitman graduates are successful applicants to (often prestigious) programs of post-graduate study (see Exhibits 4.A.3f-g). Whitman students are also highly successful applicants for prestigious post-graduate scholarships and fellowships (see Exhibit 4.A.3h). These institutions and organizations seek applicants with the characteristics described in Whitman's mission statement and with the skills acquired through achievement of stated student learning outcomes.

4.A.4

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

All three of Whitman's Core Themes have objectives whose fulfillment informs and supports the success and fulfillment of the others. This is certainly the case with Core Themes II and III, since one way that students grow and mature personally (Core Theme II) is through collaborative work and community engagement (Core Theme III). One example that exemplifies the connected nature of planning with respect to programs and services, all three of the core themes, and the mission of the College is the work of the WIDE Council. The Council has been working and will continue to work on a document that will become a strategic plan for diversity and inclusion on campus. The document, though still in draft form at the time of this writing, incorporates as part of its proposed plan to "provide a curriculum that prepares Whitman students for critical engagement with a global, multicultural world." This single statement incorporates elements of all three core themes and is illustrative of how Whitman's planning processes are informed by its core themes and mission.

With a new President in 2015, a new Provost and Dean of the Faculty in 2016, a new Vice President for Diversity and Inclusion in 2015, and a new Vice President for Communications and Public Relations in 2016, Whitman is in a period of administrative transition and very much in the throes of institutional strategic planning. This planning will continue to be informed by the guiding principles of the College's mission and core themes even as core themes are being re-evaluated in preparation for Whitman's Year-One Self-Evaluation in 2017.

Planning for programs and services is done in a way that is mindful of the alignment of the contributing components with the achievement of the outcomes stated for each core theme. For example, faculty are hired with teaching excellence, scholarly excellence, and diversity and inclusivity in mind, all of which contribute to "a culture of rigorous and innovative intellectual and creative vitality" in the quest for academic excellence (Objective 1 of Core Theme I). Whitman recognizes that these attributes are not insular. In fact, they are completely integrated with Core Themes II and III. Critical thinkers who can speak and write effectively are able to become engaged leaders who are also cognizant of world issues and can work collaboratively with others. When programs and services are implemented that support one core theme, they automatically support the other core themes. Whether the priorities and aspirations of a new administration change the core themes or not, the guiding principle of holistic planning will remain.

4.A.5

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

Similar to the holistic evaluation of programs and services with respect to the achievement of core theme objectives, holistic evaluation of the factors required for the achievement of the goals or intended outcomes of programs and services is also woven into overall planning at Whitman College. With student learning as the focus, programs and services that enhance and support student learning are critical to the mission of the College. Examples of such programs and services include (but are by no means limited to) Residence Life programs, Intercultural Center programming, Academic Resource Center services, Student Engagement Center programs and services, Penrose Library services, and so forth. These components of the overall Whitman student experience must be successful and integrated in order for students to be successful, and for core theme objectives to be met. Ultimately, all programs and services coalesce to support students in their quest for learning, and every program or service that Whitman offers is connected to every other program or service in creating a holistic environment conducive to growth, discovery, and learning for Whitman students. Thus, when the College evaluates programs and services, it does so with a view of the entire community to ensure smooth integration of all of Whitman's running parts.

An example of integrated planning occurs in the area of General Studies, particularly with the first-year *Encounters* course. The *Encounters* syllabus is reviewed yearly by the Encounters Curriculum Subcommittee to ensure its relevance and its potential to enable students to “develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences” as set forth in Objective 2 of Core Theme I. Since all first-year students take this course, it lays the foundation for students to read, write, think critically, and make connections for the rest of their time at Whitman. The importance of this course should not be understated. In fact, it is so critical as a foundation course that Whitman is sponsoring an external review of the Encounters program in spring 2017. In addition, a longitudinal study conducted by the Office of Institutional Research followed a cohort of Whitman students over their four years at the College and asked students pointedly about their experiences in their *Encounters* courses (Exhibits 4.A.5a-c). The results have been presented to appropriate constituencies, such as the Whitman faculty, President's Council, and the Board of Trustees.

Another example of alignment and integration in planning is the conscious effort made to develop and assess leadership in co-curricular activities such as the Outdoor Program and the Power and Privilege Symposium (Objective 2 of Core Theme II). These are truly viewed as activities that are not separate from the curriculum; students complement their course work with additional skills while participating in these programs, whether those be in leadership, organization, teamwork, speaking, or writing. In a similar vein, “the Intercultural Center seeks to foster intercultural awareness, inclusiveness and respect...” through rigorous programming and vetting of events. The work of the Intercultural Center, as with the Outdoor Program, the Power and Privilege Symposium, and myriad other programs, complements and adds to the Whitman classroom experience. In addition, as is the tradition at Whitman, a concerted effort is made to maintain broad campus representation on College committees and task forces (Objectives 1 and 2 of Core Theme III). Whitman's three core themes are tightly knit and interdependent. Their integrated relationship can be captured in a single sentence: Whitman effects a culture of academic vitality in an environment that nurtures personal development through inclusive and collaborative participation.

These are a few of many examples of planning for programs and services that intentionally contribute to their intended outcomes.

Whitman views the totality of its programs and services with an eye toward balance. In the context of a small liberal arts college, Whitman prides itself on traditions such as critical thinking and academic excellence. These ideals are largely the purview of the faculty and the academic programs, and they buttress Core Theme I – Academic Excellence. In the modern, globalized world, however, these bastions of higher education are necessary but not sufficient for student success. The Student Engagement Center is largely involved with providing programs and services that support Core Theme II – Student Engagement, Personal Development, and Leadership, and Core Theme III – Collaboration and Community. In order for student learning and development to be as well-rounded as possible, all campus programs and services need to be integrated and sustained. As a unified whole, institutional leadership oversees the Whitman community by viewing it in its entirety and strives for balance and integration of its components (i.e. students make connections between their in-class and out-of-class experiences – Core Theme II, Objective 3).

4.A.6

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

Whitman College reviews its assessment processes on a regular basis. For example, the periodic departmental self-evaluations were formerly annual reports. They were revised to periodic, three-year reports after complaints from faculty, whose feedback to the Assessment Committee was that annual reporting was too frequent to show significant change. The Assessment Committee approved a more spaced-out reporting period. This seems to be working well and a three-year time frame is widely viewed as enough to make meaningful progress on departmental action items.

A number of the institutional benchmarks for determining achievement of core theme objectives were modified and updated between the Year-Three Self-Evaluation and the Year-Seven Self-Evaluation. The new benchmarks are more quantitative and establish definitive parameters of achievement. Where indicators were no longer germane to a core theme objective, they were dropped in favor of more meaningful indicators and benchmarks.

A trajectory of improvement, like planning itself, is built into Whitman’s culture. Where programs and services aren’t meeting the needs of students, they are re-evaluated and either discarded or revised. New programs that better serve the achievement of student learning goals are planned for and implemented based on data and the quest for continuous improvement in student learning.

4.B – Improvement

4.B.1

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

As illustrated in Standard I, Appendix A, Whitman College core theme assessments are based on institutionally identified indicators of achievement. Much of the raw data are collected by various offices on campus (Institutional Research, Residence Life, and others). The use of these data as benchmarks to determine achievement of core theme objectives was approved by the Assessment Committee. These data are also used for improving programs and services and guide decision-making and allocation of resources and capacity, as described previously. Data are made available to appropriate constituencies, such as the President’s Cabinet and the Board of Trustees. In addition, the data are publicly available by accessing

and viewing this document on the Provost and Dean of the Faculty web page using the ‘Accreditation’ tab.

4.B.2

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

Assessments of student learning show that Whitman students are largely achieving stated student learning goals. Whitman’s graduations rates and retention rates are high. These are indicators of a successful learning environment, but Whitman is continuously seeking, gathering and analyzing data, and planning for improvement accordingly.

The College’s strategic plan is a direct reflection of the College’s mission, and the core themes follow directly from the mission, which in turn are based on student learning and assessment thereof. Core theme I – Academic Excellence, is central to Whitman’s liberal arts mission, and Whitman’s comprehensive plan has guided the allocation of resources, for example to the appointment and retention of excellent faculty and staff, as well as the support of robust faculty/student scholarship and faculty development. All of these conscientiously support the culture of intellectual vitality in the first objective of this core theme, which flows directly from assessment of student learning. Whitman recruits and attracts students and faculty who are committed to the well-rounded liberal arts and sciences education espoused in Whitman’s mission statement, including the breadth, depth, and oral and written communication objectives. Programming and services that support these objectives, such as curriculum development, senior assessment requirements, and the construction of major programs and courses of study are guided by the comprehensive planning process and assessment of student learning.

Core theme II – Student Engagement, Personal Development and Leadership is also guided by the institution’s strategic planning, with student learning as the foreground. The continued support of the Student Engagement Center, Residence Life initiatives, athletics, and student/faculty research are but a few examples of comprehensive planning directly impacting (and impacted by) student learning and the fulfillment of the objectives in Core Theme II.

Core Theme III – Collaboration and Community speaks to the heart of a liberal arts (and Whitman in particular) education. Woven into strategic planning and student learning is a strong thread of inclusivity, and this is apparent in the objectives of Core Theme III, from efforts to connect students and the campus to the community, to fostering and supporting collaborative work among students and faculty, to broad campus representation on committees.

Whitman also realizes that, while formal assessment of student learning is necessary for planning and implementation of programs that enhance student learning, not every program that enhances student learning is achieved through formal channels. Two examples follow:

One particular example of using data assessment to inform learning-support planning was the effort to submit a pre-proposal for an “inclusive excellence” grant to HHMI. Although the effort (at the time) did not materialize into a proposal to HHMI, the College had data that showed that students from traditionally underrepresented groups, if they stayed in the sciences, graduated with grade point averages statistically lower than majority students. A group of science faculty took this matter to heart and applied for (and received) membership in the Northwest Partnership for Undergraduate Life Sciences Education (PULSE). This has spearheaded initial work to transform science curricula and pedagogy in order to cultivate an inclusive, supportive learning environment for all students in STEM fields at Whitman. Ultimately, Whitman hopes to pursue HHMI grant monies to support this work.

In 2014-2015, a task force, chaired by the Director of Human Resources, was formed to closely examine the plight of students with federal and/or state Work Study awards. Through analysis of data, it was found that students, particularly first-year students, had a difficult time finding work, and when they did find work, many students pieced together more than one job in order to work sufficient hours. These factors were found to add stress to Work Study-eligible students and to add time management struggles to their financial concerns. Based on the findings of this task force, the College made a commitment to make finding appropriate jobs easier for Work Study-eligible students by 1) strongly encouraging hiring managers across campus to post job listings in a common location (iEngage website); 2) strongly encouraging hiring managers across campus to give priority to Work Study-eligible students; 3) hosting a job fair at the beginning of the fall semester to inform students, particularly Work Study-eligible students, about how to find a job on campus; and 4) creating a student employee handbook. This example of using data to enhance student learning is important, because although it did not come about from analyzing “assessment of student learning,” per se, it nonetheless is an example where data were used to implement a campus expectation that supports students and hence, their capacities to learn.

Standard Five – Mission Fulfillment, Adaptation and Sustainability

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Whitman College has an operational scale that is sufficient to fulfill its mission and achieve its core themes in the present and in the future. Applications and enrollments have been robust and are anticipated to remain so. Human and financial resources are solid and are carefully managed so as to ensure the College will remain strong for the benefit of not only current but also future generations of students, as well as employees.

5.A – Mission Fulfillment

5.A.1

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

The College regularly engages in assessment of its accomplishments. The assessments are both internal and external, and taken together, they effectively evaluate the College's efforts to meet the needs of its constituents, and in particular its students in the fulfillment of the College's mission. These assessments occur at various levels, including at the individual course level, at the program or department level, and at the College-wide level. At the course level, student evaluations of instruction are designed to allow faculty to reflect on their courses, and faculty are instructed to comment on their courses annually in their Annual Faculty Activity Report. In addition, individual faculty are evaluated by peers at critical junctures of their careers, such as the awarding of tenure and promotion in rank. At the department/program level, all academic departments and programs are required to submit a Periodic Self-Assessment every three years. About once every ten years, all campus departments and programs undergo an external review. Part of the external review process is the crafting of an in-depth self-study. In addition, an evaluative survey of the program is given to program alumni, and this helps inform the self-study. This process gives all departments in the College (including but not limited to academic ones) the opportunity to reflect on best practices in the field, to gauge program effectiveness and whether student learning goals are being met, and provides impetus and support to modify or change their department or program, if appropriate. Area directors (e.g. Library, Human Resources, Physical Plant, etc.) on campus have regular meetings with their supervisors to discuss day-to-day operations in their areas, and annual summary meetings assess progress toward established goals and set goals for the following year. Occasionally the College conducts broad evaluations to collect information about the entire campus community. One prominent example was the recent Campus Climate survey. Another was the longitudinal survey of students (WSSLE), which accumulated student opinions on a multitude of College issues over four years (see Exhibits 5.A.1a-p). Recently, the College has engaged in a community-wide campaign to choose another mascot, after a survey showed widespread, although not universal, community (student, faculty, staff, alumni) dissatisfaction with the Missionary mascot as not reflective of Whitman's current values. These processes are highly participatory, and surveys, information sessions, meetings and focus groups are used regularly to solicit opinions from the broad campus community. The accreditation process itself has provided additional opportunities for the College to gather and analyze data pertaining to the benchmarks for the core theme objectives – as the accreditation cycle continues and folds into the College's strategic

planning processes, assessment is regularized and purposeful. In sum, the College's self-assessments are characterized by all the adjectives stated in Standard 5.A.1. In addition to College-wide assessment, Whitman often seeks assessment information from beyond campus boundaries. For example, the Treasurer's Office annually compiles a dashboard of key College imperatives that assesses Whitman's position in comparison to peer institutions. This dashboard can be seen in Exhibit 3.A.1. Campus committees and areas such as the Library routinely use peer comparison as a means of assessing Whitman's place in the broader arena of higher education, particularly relative to small, private liberal arts colleges.

5.A.2

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

In determining the level of benchmark achievement necessary for mission fulfillment, the Accreditation/Assessment Committee determined that 90% benchmark achievement (or above) would be an acceptable measure of success. The Accreditation/Assessment Committee felt that this was an ambitious but attainable goal that was reflective of Whitman's commitment to excellence. Whitman College was successful in meeting this bar. Out of 46 benchmarks, 42 were met outright, for a total of 91.3% (Appendix A). Of the four that were not met, one was conditionally met (Appendix A, Core Theme I, Objective 4, Indicator b). Two others resulted in very thoughtful evaluations and plans moving forward (Exhibit 5.A.2). The fourth will probably result in a re-evaluation of the benchmark, as Whitman was very much in line with peer institutions for that benchmark (Appendix A, Core Theme III, Objective 3, Indicator b).

Although Whitman is proud to note the 91.3% benchmark achievement for its core theme objectives, there are many aspects of the overall student experience which cannot be captured in a benchmark. Of these unquantifiable, intangible elements of the Whitman student experience, Whitman is also proud. Whitman College can confidently report that it has succeeded in fulfilling the mission of the College. Attuned to the ongoing quest for continuous improvement, the College's Strategic Planning Committee will be developing initiatives moving forward that will further enhance the student experience at Whitman, starting with the goals and priorities for the 2016-2017 academic year that were set by the President's Cabinet in August 2016 (these are outlined in the Institutional Overview).

Progress toward the goals of the College are regularly reported in such venues as Whitman's web site, the alumni magazine, faculty meetings and staff meetings.

Note – in Fall 2016, new data became available pertaining to the benchmark for Core Theme II.3.b. This benchmark, which was not met in 2014, was met in 2016. This change brings benchmark achievement to 93.5%.

5.B – Adaptation and Sustainability

5.B.1

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

Whitman regularly evaluates its human, physical, and technological/information resources and capacity to

ensure their adequacy in allowing students to accomplish course, program and College learning goals, as well as the intended outcomes of all its programs and services. As outlined in Standard 5.A.1, every office and program is held accountable for delivering its services in order that its intended goals and outcomes may be achieved. In regularly reviewing and evaluating the effectiveness of its operations, the College is mindful of goals and intended outcomes. A prime example is the Living at Whitman initiative, where it became apparent that the residence hall living conditions were no longer adequate for the comfort and support of sophomore students in particular. That evaluation led to planning, and ultimately plans that are now moving forward, for a new sophomore residence hall and campus dining facility. These structures have been designed in such a way to address Core Themes II and III (Student Engagement, Personal Development, and Leadership; and Collaboration and Community), so that students may engage, develop, and collaborate with community members. A bit more indirectly, these facilities also impact achievement of Core Theme I, since they will provide meeting space for collaborative work and study. The College is always mindful of its financial position, so even an initiative like Living at Whitman, where the benefits are abundantly clear, is carefully considered before committing to those resources. Conscientious stewardship of the College's past, present and future is critical to the long-term sustainability of the College, and the senior level administration is keenly aware of and abides by this principle. The assessment, evaluation and decision-making processes involved with resource allocation and capacity are part of the holistic view the College takes when undergoing strategic planning. The strategic plan is reviewed and adjusted annually. Factors such as enrollment, tuition revenue, the discount rate, and core theme and mission fulfillment are at the forefront of decision-making processes. As stated throughout this document, this process is highly participatory at Whitman, beginning at the department and program level, and progressing through the President's Cabinet, the Budget Advisory Committee, and ultimately the Board of Trustees. Goals and intended outcomes are always formulated in the context of a selective, small, private liberal arts college. In sum, Whitman is able to provide superior facilities and programs because of judicious allocation of resources, with the end goal of enhancing student learning for the life of the College.

5.B.2

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

Whitman's cycle of planning is regularly evaluated and documented. The strategic plan is referenced regularly and reviewed annually to ensure that resource allocation and application of institutional capacities are adequate and effecting the accomplishment of program goals and outcomes. The annual review of the strategic plan systematically confirms whether those allocations and applications (and associated goals and outcomes) are in alignment with the institution's mission and core themes. In evaluating assessment data, the College not only looks for accomplishment and alignment of goals and outcomes with planning, resources and capacity, but also looks for ways to revise or change, as necessary, for improvement. The new phase of strategic planning will be intentionally mindful of determining whether core themes and/or core theme objectives need to be revised to reflect new or shifting priorities for the College.

5.B.3

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

The College is cognizant of the need to continuously monitor Whitman's campus environment, both in and of itself and in the context of similar institutions. In addition, the College monitors and responds to

the environment and trends in the field of higher education at large. For example, Whitman College recently conducted a campus climate study in response to a commitment to confront issues of access, inclusion and diversification of the campus. The broader sphere of higher education has been illustrative of the need to address these issues, which are affecting virtually all institutions of higher learning. Indeed, the President and President's Cabinet have publicly stated that "building and supporting a more inclusive and diverse community" is a top priority for the current year, for the next three to five years, and for the new phase of long-term strategic planning. The Strategic Planning Committee recognizes the potential need for adjusting or revising its mission and/or core themes if deliberations deem it necessary. In addition to diversity, access and inclusion, an issue that Whitman is monitoring, both internally and externally, is the status and role of non-tenure-track faculty at the College. In response to on-campus concerns, as well as issues concerning this group of faculty farther afield, Whitman formed an ad hoc working group to address issues such as status, recognition, compensation, expectations, etc. for non-tenure-track faculty on campus. In their work, this committee is keeping in mind conversations regarding non-tenure-track faculty that are occurring at the national level, while recognizing the distinctive implications of Whitman's unique geographical location. Whitman is keenly aware that the prevailing paradigms of higher education are constantly shifting. Some current topics that Whitman (and all institutions of higher learning) have been grappling with include: pedagogical methods that are sensitive to the need for intellectual safe spaces, academic freedom, trigger warnings, difficult conversations, engaged learning, integrative learning, the increasing role of technology, and many others. To the extent that effective strategic planning illustrates the need for a wide lens and comprehensive input when considering the revision of core themes, core theme objectives and indicators of achievement, Whitman is willing and ready to assume that responsibility.

Conclusion

Whitman College is grateful to the Northwest Commission of Colleges and Universities for establishing accreditation criteria and evaluation procedures. Moreover, the College appreciates that the NWCCU has provided a mechanism by which to evaluate the mission of the College through the creation of assessable core themes, objectives and indicators that align with the College's mission.

The Whitman College mission statement guides planning processes at the College, and it directly complements the College's core themes. First, the core theme of Academic Excellence is reflected in the mission's phrasing, "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 third 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." A side-by-side comparison of the mission statement and the core themes shows that achievement of the core themes leads to mission fulfillment.

The exercise of intentional core theme development has resulted in the essential elements of the mission becoming more overt and apparent, and it is through assessment of the core theme indicators and objectives that the mission itself becomes assessable. True to the liberal arts tradition, the prime directive of Whitman College is excellence in academics. Thus, the rank order of the core themes is purposeful. 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 almost all measures the College succeeds in this aim. Foundations in traditional disciplines remain as pillars of strength. However, students and faculty are increasingly likely to cross traditional disciplinary boundaries in the pursuit of intellectual inquiry. Core theme development has shown that the innovative, creative, and new ways of approaching teaching, learning, and research that are encouraged at Whitman are important to capture, as they illustrate the College's ability to serve students well as they attend Whitman, graduate, and eventually make their way into the world. It is essential that students not only learn at Whitman, but also that they learn how to learn. The best parts of tradition are preserved while seeking malleability and promoting adaptability so that students can best weave their educational experiences into a tapestry that they carry with them into contemporary society. For Whitman students, learning happens in the classroom, in 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 inclusivity. Importantly, learning results from the ability to see connections between these things. While academic excellence is central to the mission, academic excellence cannot truly happen without student engagement, personal development, leadership, collaboration and community. In other words, all three core themes are essential to the Whitman experience.

In this spirit, Whitman has 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 the liberal arts and sciences as unsurpassed in providing students with the tools for investigating and perhaps challenging borders around groups and areas of inquiry. Whitman College looks forward to demonstrating to the Commission that, in addition to a 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. These parameters hold true not only for 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 2016, Whitman College has entered a new phase of strategic planning. Although just beginning as of this writing, the College's leadership is committed to broad, inclusive and long-term planning. Student learning remains at the forefront of the College's purpose, but a shift toward diversity, inclusion, and access has been articulated as a priority for at least the current year and the next few years. In this area, Whitman mirrors the challenges and opportunities faced by many institutions of higher learning.

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

Perhaps the greatest resources 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 represent diverse perspectives and backgrounds and that they will be challenged and nourished by the academic rigor and the supportive environment 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. 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 has continued to aggressively add significant digital content to its collections. During the past few years, access to an immense array of publishers, including books, periodicals, newspapers, and films has become available. 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 technological resources on campus, Technology Services 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.

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. The major capital project for now is the new residence hall and dining facility, for which plans are proceeding. The Buildings and Grounds Committee and the Life Cycle Subcommittee continually assess the needs of campus. Frequently, renovations to existing buildings and relocations are executed to better meet these needs. For example, during the summer of 2016, the staff of Whitman College Technology Services was largely moved to a building owned by Whitman but until recently leased to other parties. This move cleared office space in Olin Hall for the new positions in Computer Science, and potentially other uses. Other renovation projects completed during 2015 and 2016 included: space for the ethnomusicology position in the Music Building; renovation of space in the Hall of Science to create a physics lab, an organic chemistry lab, a renovated geology lab, an expanded greenhouse, and a staff office; creation of two computer science labs and other renovations in Olin Hall; and new carpeting in Cordiner Hall and the library.

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). The Sustainability Working Group of the governing boards recommended an aggressive Climate Action Plan in 2016 with the goal of offsetting natural gas and

electricity emissions (among other initiatives) by 2020.

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.

As far as senior leadership, Whitman College has undergone a sea change. Between the years 2015 and 2017, Whitman will have hired a new President, Provost and Dean of the Faculty, Vice President for Diversity and Inclusion, Vice President for Communications and Public Relations, and a new Vice President for Student Affairs and Dean of Students. These positions comprise five of the ten positions on the President’s Cabinet, so it stands to reason that the new phase of strategic planning upon which the College is embarking will illuminate some new priorities and directions for the College. Among them will be a reinvigorated commitment to access, diversity and inclusion. The President has already articulated this to be an area of concentration for the College for the next three to five years, although the process of strategic planning has only just begun in earnest.

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 operational efficiencies, for example, by using technology in creative ways, using digital format instead of paper, decreasing campus mailings, etc.

Whitman’s major capital campaign, “Now is the Time,” is now complete. The goal of \$150 million was surpassed by \$15.7 million. The goals of the campaign were/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. 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 out and expand Whitman’s

ideals into the future, a healthy, stable monetary base is necessary, and this is reflected in the third goal of the campaign. For more information on the successful campaign, see: <https://www.whitman.edu/now-is-the-time-campaign>.

Summary

Whitman's core themes are woven into nearly every aspect of College life. The current core themes and their corresponding objectives have been gleaned from conversations with campus constituents, as well as from documents such as the strategic plan, Building on Excellence 2010, and the College Framework Plan. Bodies that used these documents as guides included the faculty, President's Cabinet, the Committee of Division Chairs, the Curriculum Committee and the Budget Advisory Committee. The result of careful planning and judicious allocation of financial resources has been a thriving campus community with the resources and capacity to create and sustain the overall student experience at Whitman, in support of the mission of the College. Now that strategic planning is entering a new phase, there will be new guiding principles (and perhaps new core themes) which will be forthcoming (see <https://www.whitman.edu/about/strategic-planning> for a timeline for strategic planning). The underlying tenet remains, however - the entire College community - faculty, administrative and support staff, and students, are firmly committed to the College and its mission.

Appendices

Appendix A – Campus Office(s) Responsible for Indicators and Benchmark Achievement^a

Verification for each indicator and benchmark is located on the Accreditation 2016 CLEo site in the “Appendix A Exhibits” folder. Within the folder, one or more files for each indicator/benchmark is labeled according to the Core Theme/Objective/Indicator scheme below.

Core Theme I: Academic Excellence

1. A culture of rigorous and innovative intellectual and creative vitality thrives.

<i>Indicator</i>	<i>Campus Office Responsible</i>	<i>Benchmark Achieved</i>
a. Rigorous teaching and professional activity guidelines for promotion, tenure, and endowed professorships for faculty	Provost and Dean of the Faculty; Personnel Committee	YES
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; Associate Dean for Faculty Development	YES
c. Faculty professional activity accomplishments	Provost and Dean of the Faculty; Personnel Committee; Development and College Relations; Office of Foundation and Corporate Relations; Associate Dean for Faculty Development	YES
d. Co-sponsored academic, creative, and co-curricular events on campus available to faculty, staff, students, and the larger community.	President; Associated Students of Whitman College Events Board; Dean of Students; Provost and Dean of the Faculty; various endowed lecture funds (Development and College Relations)	YES
e. Student Research: Undergraduate Conference participation rates, presentation at professional conferences, and responses to survey questions	Provost and Dean of the Faculty; Grants and Fellowships; Associate Dean for Faculty Development; Associate Dean for Academic Affairs	YES
f. Residence Life Learning Outcome “Persistence and Academic Achievement”	Dean of Students Office (Residence Life)	YES

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	Institutional Research	YES
b. Course-embedded General Studies grading policies	General Studies Committee; Faculty	YES
c. Common first-year course completion and survey question	General Studies Committee; Institutional Research	YES
d. Student survey questions about students' perceived breadth of knowledge	Institutional Research	YES
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	Academic departments and programs; Associate Dean for Academic Affairs; Assessment Committee	YES
b. Major-specific alumni survey data and survey questions on breadth of post-graduate experience and connection to major study	Institutional Research; Associate Dean for Academic Affairs	YES
c. Student survey questions regarding depth of knowledge in a particular area and impact of student-faculty research	Institutional Research	YES
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	Assessment Committee; Academic Departments and Programs	YES
b. Written and Oral Communication Initiative (WOCI) participation rates	Associate Dean for Academic Affairs; Director of WOCI	YES/NO ^b
c. First-year common course writing requirement	General Studies Committee; Faculty	YES
d. Student self-evaluation of writing and speaking	Institutional Research	YES
e. Oral and written presentation skills honed through Whitman Undergraduate Conference coaching and senior oral and written capstone experiences	Language Learning Center Manager; Faculty	YES

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 Office Responsible</i>	<i>Benchmark Achieved</i>
a. Participation in and impact of co-curricular activities	Associated Students of Whitman College, Dean of Students, Student Engagement Center, Athletic Department, etc.; Institutional Research	YES
b. Student Academic Advisers, Resident Advisers and residence hall residents: reflection process components; student internship participants reflective exercise and survey	Student Engagement Center; Academic Resource Center; Residence Life	YES
c. Student Engagement Center’s survey for internship grant recipients	Student Engagement Center	YES
d. Quality of Life and Learning Survey (QLLS) Civic Engagement Scale	Dean of Students Office (Residence Life)	YES
e. Residence Life Learning Outcome “Interpersonal and Intrapersonal Competence” data from the QLLS	Dean of Students Office (Residence Life)	NO
2. Students gain leadership experience through participation in co-curricular activities.		
a. Greek Award for Excellence applications	Dean of Students Office (Associate Dean of Students)	YES
b. Outdoor Program trip participant evaluation of student leaders	Co-Directors of Outdoor Program	YES
c. Power and Privilege Symposium assessment of student leadership skill development	Director and Assistant Director of Student Activities	YES
d. Campus student leadership awards and opportunities	Dean of Students; Office of Student Activities	YES
e. Office of Fellowships and Grants student applicant advising	Director of Fellowships and Grants	YES
3. Students synthesize classroom and out-of-classroom learning.		
a. Student Engagement Center internship recipient survey indicating connections between students’ internships and their majors and/or minors	Student Engagement Center	YES
b. Residence Life Learning Outcome “Knowledge Acquisition, Integration, and Application” data from the QLLS	Dean of Students Office (Residence Life)	NO/YES ^c

c. Faculty-student collaborative research grants, presentations, and publications	Provost and Dean of the Faculty; Associate Dean for Faculty Development	YES
d. Student survey question asking about connections between courses and prior knowledge and experiences	Institutional Research	YES

Core Theme III: Collaboration and Community

1. The College demonstrates a commitment to diversity.		
<i>Indicator</i>	<i>Campus Office Responsible</i>	<i>Benchmark Achieved</i>
a. Commitment to maintain a diverse campus community	Office of Admissions and Financial Aid; Provost and Dean of the Faculty; Human Resources	YES
b. Intercultural Center and Religious Life programming	Vice-President for Diversity and Inclusion (Intercultural Center)	YES
c. Breadth of Cultural Pluralism courses offered across departments and programs	Institutional Research; General Studies Committee; Curriculum Committee	YES
d. Faculty, Staff, and Student diversity recruitment efforts	Human Resources; Provost and Dean of the Faculty; Office of Admission and Financial Aid	YES
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	Office of the President; Offices of President's Cabinet Members; others	YES
b. Cross- and interdisciplinary teaching and faculty development	Provost and Dean of the Faculty Office; Office of Associate Dean for Faculty Development	YES
c. Number of courses with Library Instructional and Research Services offered	Director of Penrose Library	YES
d. Maintain college committees and processes with cross-constituency representation	Office of the President; Provost and Dean of the Faculty; Board of Trustees	YES
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; Off-Campus Studies; Student Engagement Center	YES
b. Summit/Cascade Library Alliance and Inter-Library Loan use rates	Director of Penrose Library	NO ^d

c. Off-Campus Study participation rates	Off-Campus Study	YES
d. Undergraduate and post-graduate grants and fellowships	Office of Fellowships and Grants	YES
e. Visiting Educator and O'Donnell endowed lectureships	Provost and Dean of the Faculty (ASID Committee and Global Studies Steering Committee)	YES
f. American Association for the Advancement of Sustainability in Higher Education Membership	Campus Sustainability Coordinator	YES

^aData used to verify benchmark achievement is located in the “Appendix A Exhibits” folder on the Accreditation CLEo site.

^bFor two of the three years monitored, benchmarks were met. During the third year, the Director was out of commission due to health issues, and benchmarks were not met that year.

^cOriginal benchmark achievement (not met) was based on 2014 data. This benchmark was met in 2016 (see *II.3.b – Benchmark Goals for 2016*, in the “Appendix A Exhibits” folder, which is on the Accreditation CLEo site).

^dBenchmarks were not met, but Whitman is still very much on par with comparison schools in this area. This benchmark may have to be revisited.