

WHITMAN COLLEGE
SELF-STUDY 2007

Comprehensive Self-Study Report

WHITMAN COLLEGE

Walla Walla, Washington

Prepared for the
Northwest Commission on Colleges and Universities
October 1-3, 2007

WHITMAN COLLEGE

Self-Study Table of Contents

Preface	iii
Goals and Process of Self-Study	iii
Steering Committee	iv
Acknowledgements	iv
Eligibility Requirements	iv
Executive Summary	vi
Standard One — Institutional Mission and Goals, Planning and Effectiveness	1
Standard 1.A — Mission and Goals	1
Standard 1.B — Planning and Effectiveness	4
Standard Two — Educational Program and Its Effectiveness	9
Standard 2.A — General Requirements	13
Standard 2.B — Educational Program Planning and Assessment	16
Policy 2.2 Educational Assessment	16
Standard 2.C — Undergraduate Program	41
Policy 2.1 General Education/Related Instruction Requirements	41
Policy 2.5 Transfer and Award of Academic Credit	45
Policy 2.4 Study Abroad Programs	47
Standard Three — Students	51
Standard 3.A — Purpose and Organization	52
Standard 3.B — General Responsibilities	56
Standard 3.C — Academic Credit and Records	60
Standard 3.D — Student Services	61
Standard 3.E — Intercollegiate Athletics	92
Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status	95
Standard Four — Faculty	97
Standard 4.A — Faculty Selection, Evaluation, Roles, Welfare, and Development	97
Policy 4.1 Faculty Evaluation	109
Standard 4.B — Scholarship, Research, and Artistic Creation	116

Table of Contents (cont.)

Standard Five — Library and Information Resources	121
Library	121
Standard 5.A — Purpose and Scope (Penrose Library)	121
Standard 5.B — Information Resources and Services (Penrose Library)	122
Standard 5.C — Facilities and Access (Penrose Library)	123
Standard 5.D — Personnel and Management (Penrose Library)	124
Standard 5.E — Planning and Evaluation (Penrose Library)	125
Technology Services	127
Standard 5.A — Purpose and Scope	127
Standard 5.B — Information Resources and Services (Technology Services).....	128
Standard 5.C — Facilities and Access (Technology Services)	129
Standard 5.D — Personnel and Management (Technology Services).....	130
Standard 5.E — Planning and Evaluation (Technology Services)	131
Standard Six — Governance and Administration	135
Standard 6.A — Governance System	135
Standard 6.B — Governing Board	138
Standard 6.C — Leadership and Management	140
Standard 6.D — Faculty Role in Governance.....	143
Standard 6.E — Student Role in Governance.....	144
Policy 6.1 Affirmative Action and Nondiscrimination	146
Standard Seven — Finances	147
Standard 7.A — Financial Planning.....	147
Standard 7.B — Adequacy of Financial Resources	148
Standard 7.C — Financial Management	149
Standard 7.D — Fundraising and Development.....	150
Table 3 — Summary Report of Revenues and Expenditures	152
Table 4 — Sources of Financial Aid	153
Ratios and Tables for Private Institutions	
Table 5 — Undergraduate Enrollment, Tuition and Unfunded Financial Aid	154
Table 6 — Revenues.....	155
Table 7 — Expenditures	156
Table 8 — Assets, Liabilities and Net Assets.....	157
Table 9 — Operating Gifts and Endowments.....	158
Table 10 — Capital Investments	159
Standard Eight — Physical Resources	161
Standard 8.A — Instructional and Support Facilities	161
Standard 8.B — Equipment and Materials	165
Standard 8.C — Physical Resources Planning	166
Standard Nine — Institutional Integrity	169
Standard 9.A — Institutional Integrity	169
Policy 9.1.....	169

Preface

Whitman College

Whitman College, a private, independent, non-sectarian, residential, liberal arts college, has been in continuous operation in Walla Walla since 1882 and was chartered in 1883. The College maintains a tradition of rigorous study in the liberal arts, provides a nurturing and supportive residential life program, and offers a comprehensive array of extracurricular opportunities that enrich the mind and the body. The College emphasizes a strong student/faculty teaching and research relationship, a curriculum that encourages critical thinking and analysis, and an educational experience that promotes citizenship and leadership in a changing technological and multicultural world.

Whitman College is highly selective, with a 47% admittance rate. Students admitted fall 2007 had median SAT scores of 690 in Critical Reading, 670 in Math, and 680 in Writing. Whitman students have a graduation rate of approximately 86% and nearly half of them study abroad during their time at the College. In 2006-2007, Whitman garnered seven Fulbrights among other prestigious awards. The College library, computer labs, and health facilities are open 24 hours a day, seven days a week. The College currently enrolls 1,455 students from 43 states and 31 nations, nearly 21% of whom are minority or international students, with an average class size of 15 and a student/faculty ratio of 9.5/1.

Goals and process of self-study

Whitman College's self-study process spanned a period of significant change at the College. During the formal preparation of the self-study report, the College's highly respected and admired President of 13 years, Dr. Tom Cronin, retired, and Dr. George Bridges was installed as the College's 13th President on July 1, 2005. President Cronin left Whitman after leading the College through a decade of unprecedented growth and success. President Bridges imprinted his vision of the College by his affirmation of the importance of diversity at the College and his early championing of pedagogical innovation and of the strengthening of the institution's human and curricular resources.

Faculty leadership changed during this time as well. Dr. Patrick Keef, Dean of the Faculty, returned to the Mathematics Department after a decade of exemplary service to the College, during which he oversaw a major expansion of the faculty and the curriculum and instituted a concerted and successful effort to diversify the faculty and staff of the College. Dr. Timothy Kaufman-Osborn capably served the College as Interim Dean of the Faculty for the academic year 2006-2007; Dr. Lori Bettison-Varga began her duties as Provost and Dean of the Faculty on July 1, 2007.

The self-study document serves four purposes:

1. The self-study report serves as confirmation to the Northwest Commission on Colleges and Universities that Whitman College is in compliance with Commission standards. It is an affirmation of the quality of the College's academic program, faculty, administration, resources, and services that support students and of its strong financial and physical state. It is also a realistic recognition of the challenges that lie ahead for the College in its continued pursuit of excellence.

2. The self-study report serves as a means to share with the entire Whitman community the good work that goes on at the College. Too often, there are inadequate opportunities for faculty and staff to learn about what others are doing in support of the students and curriculum of the College. At a time when there is much interest at the College in the creation of interdisciplinary programs, the accreditation self-study will provide a vehicle for finding commonalities and connections among programs. This report also will serve as a catalog of best practices and a source of models for further collaborations across departments, programs, and student services.

3. As this report was being prepared, it became apparent that an important goal for the self-study was to serve as a benchmark, a snapshot, for the new Provost and Dean of the Faculty, and, to some extent, the College's new President — a way to help them situate their leadership in the broad framework of the College.

4. As the College looks forward to its new leadership and a renewed call for continuing the College's tradition of excellence and innovation in teaching and scholarship, this report can inform and guide that vision — providing a context in which to describe the Whitman that exists today and to envision the Whitman that the College aspires to be in the future.

The Accreditation Steering Committee, the members of which were responsible for coordinating the College's self-study efforts and producing the self-study report, was created in January 2005. The Steering Committee included the Associate Dean of the Faculty, who chaired the Committee; one representative each from the College's three academic divisions — Social Sciences and Education, Humanities and Arts, and Basic Sciences and Mathematics; and the Assistant Director of Institutional Research. The Committee was purposefully composed primarily of faculty, reflecting the College's strong tradition of faculty governance.

During the course of the College's self-study process, the Steering Committee initially spent time organizing various campus constituencies and educating them about the importance and logistics of the accreditation self-study process. The Committee developed a template to guide the self-study efforts of the academic departments and programs. Members met with administrators from various offices across campus to help them begin their respective self-studies.

As reports were submitted to the Steering Committee and drafts of the standards produced, those drafts were submitted to the relevant administrators for comment and review by their directors and staff. Drafts were then revised and submitted for additional vetting. A representative group of students was consulted on Standard 3 — Students.

The same general process was followed for the academic department and program self-studies. Departments and programs submitted drafts of their self-studies using the template developed by the Steering Committee. The Committee commented on these drafts, and departments and programs revised and refined them, giving final approval for inclusion into the College self-study report.

The information in Whitman's Accreditation Self-Study was collected over several years, yet every attempt was made to submit a report that is as current as possible.

Self-Study Steering Committee

Thomas A. Callister, Jr., Chair
Associate Dean of the Faculty
Professor of Education

Neal J. Christopherson
Director of Institutional Research

Kurt R. Hoffman
Professor of Physics

Jean Carwile Masteller
Professor of English

Matthew W. Prull
Associate Professor of Psychology

Acknowledgements

This report represents the culmination of the efforts of a great many of our colleagues. The Accreditation Steering Committee wishes to acknowledge and thank for all their contributions President George Bridges and his staff, the President's senior administrators and their staff, the Communications Office, and, importantly, the faculty, staff, and students of Whitman College.

Eligibility Requirements

1. Authority

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

2. Mission and Goals

The mission of Whitman College, last revised and approved by the College's Board of Trustees in 1995, clearly articulates and describes the nature and operation of the College. The College's Strategic Plan has as its single objective the fulfillment of the College's mission. Whitman's mission is widely disseminated in College publications.

3. Institutional Integrity

Whitman College has a nondiscrimination policy that is included in the *Catalog of the College*, posted on the College's Web site, and included in the materials used for all hiring searches. The *Faculty Code*, the *Faculty Handbook*, the *Staff Handbook*, the *Student Handbook*, and the *Constitution of the Associated Students of Whitman College* all forbid discrimination.

The College committees for Human Subjects and Animal Care and Use protect the rights of people and the humane treatment of animals used in research.

4. Governing Board

The College has a governing Board of Trustees of 18 members, who are charged by the Constitution of the College to manage the corporate concerns of the College and have the powers to appoint and remove the President and faculty, make the by-laws for the institution, and confer degrees. No members of the Board are employees of the College and no Trustees receive any compensation for their service on the Board.

5. Chief Executive Officer

The President of Whitman College, Dr. George Bridges, was appointed by the Board of Trustees July 1, 2005. Dr. Bridges is the full-time Chief Executive Officer of the institution.

6. Administration

The College provides for the comprehensive administration of the operation of the College. The College's senior administration — the Vice President for Development and College Relations, Dean of Admission and Financial Aid, Dean of Students, Treasurer and Chief Financial Officer, Dean of the Faculty, and Chief Technology Officer — oversee all aspects of the College's administrative and support services.

7. Faculty

Whitman College employs a full complement of highly qualified faculty to carry out the mission of the College. Ninety-nine percent of the tenure-track faculty hold terminal degrees in their respective fields. The tenure-line faculty are augmented by a number of qualified adjunct and visiting faculty and lecturers.

The number and quality of faculty are easily sufficient to fulfill the mission of the College to provide “an excellent, well-rounded liberal arts and sciences undergraduate education.” The student/faculty ratio is 9.5 to 1.

All faculty are hired with the explicit understanding that they will be teaching undergraduate courses in the context of a liberal arts environment. Workload for faculty is appropriate for an undergraduate liberal arts institution; excellence in teaching is the primary criterion for hiring, retention, and promotion.

Faculty governance is a strong tradition at the College. Faculty 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.”

8. Educational Program

Whitman College offers a Bachelor of Arts degree.

Students at the College may choose from 44 distinct departmental, combined, or interdisciplinary majors appropriate for a liberal arts education. All recipients of a degree from Whitman must complete a minimum of 124 semester credits and pass rigorous Senior Assessment in Major requirements.

9. General Education and Related Instruction

Whitman College requires all students to complete a general education course of study that includes a required year-long course, *Antiquity and Modernity*, 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 Alternative Voices. Transfer students must fulfill the same requirements with the exception that students transferring with more than 58 credits are not required to take *Antiquity and Modernity*, and they may use approved transfer credits to fulfill the general distribution requirements.

10. Library and Learning Resources

Library resources at Whitman are commensurate with the size and mission of the College. The College has a sophisticated technological infrastructure allowing all students and faculty unrestricted access to the Internet and a vast array of informational resources.

11. Academic Freedom

The 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.

12. Student Achievement

The College publishes its expectations for degree candidacy in the *Catalog of the College* and in numerous other publications. Each departmental and programmatic major publishes its expectations and requirements, which have been approved by the full faculty, and which require a Senior Assessment in Major.

13. Admissions

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

14. Public Information

The mission of the College, the admission requirements of the institution, fees and charges, academic rules and regulations for students, and the courses of study of the College are all printed in the *Catalog of the College*, which is updated and published annually. This information is also readily available on the College's Web site.

15. Financial Resources

Whitman College, with an endowment of \$340 million, has a strong funding base and financial resources that support the academic mission of the institution. The budget is balanced annually and the debt level is manageable.

16. Financial Accountability

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

17. Institutional Effectiveness

The College's mission statement is directly linked to the institution's Strategic Plan. The Strategic Plan is evaluated and revised each year. The Dean of the Faculty conducts institutional reviews every several years; the results of those reviews are disseminated across campus.

18. Operational Status

Whitman College has operated continuously as a four-year liberal arts institution since 1882.

19. Disclosure

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.

20. Relationship with the Accreditation Commission

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.

Executive Summary

The Whitman College Self-Study report is an affirmation of the quality of the residential liberal arts education the College provides its students. The College has a clear and unambiguous mission and is true to that mission in word and in deed. The College is overseen by a dedicated group of individuals ranging from the members of the Board of Trustees to

the College's administrative officers and their staff. The College employs a staff committed to the care and support of students, the efficient operation of the College, and the upkeep and maintenance of its facilities. Whitman faculty, talented teachers and experts in their fields of study, manage and create a curriculum appropriate for liberal arts study that emphasizes rigorous scholarship, critical thinking and analysis, mastery of content, and character and responsibility.

The College provides students, faculty, and staff a safe and inviting environment in which to take full advantage of the available services and support conducive to working, learning, and teaching. Students and faculty are encouraged to exercise their rights of academic freedom and the freedom to access and disseminate knowledge and information in forms that range from the artistic to the technological. Students are supported and advised by staff and faculty throughout their tenure at the College and achieve high rates of retention and graduation. Students, faculty, and staff work in an open, humane, and supportive community that is fiscally responsible and financially sound.

The self-study report was produced by a small committee, primarily faculty, who were granted unrestricted access to the materials they needed to produce the report. Although they received extensive comments from constituencies across campus, they were free to write, to the best of their ability, a document that accurately reflects the strengths and challenges of the institution. The committee identified a number of commendable themes that run throughout the self-study, reflecting the fiscal, organizational, educational, and ethical strengths of the College:

- An adherence and commitment to the mission of the College. A commitment to the ideals of the liberal arts and their intellectual foundations.
- The College's continued success in the diversification of the faculty, the student body, and the curriculum.
- A strong tradition of faculty governance that includes a sense of community and common purpose in its educational mission and in the upholding of intellectual and academic values.
- A commitment to a rigorous academic program and the serious and comprehensive assessment of students. The continuous refinement and assessment of the College's dynamic curriculum and programs of study.

- The extensive support of students by faculty and staff, the breadth and depth of student services and programming available to students, and the wide array of educational resources provided by the College.
- The sound, responsible, and far-sighted institutional planning conducted by the College and the maintenance and appropriate use of its financial resources.
- The transformation of the campus in the last decade: the expansive growth and renovation of the physical facilities and the establishment of an advanced technological infrastructure.

The College is not without challenges, challenges that it takes seriously and that it continues to address as part of its ongoing commitment to excellence:

- The College continues to address and refine its methods and structures for continuous assessment amid the shifting landscape of educational evaluation.

- The College continues to explore ways to strengthen the links between the academic program and co-curricular operations of the College.
- The continued diversification of the faculty, the staff, the students, and the curricular offerings of the College remains a high priority.
- The College is working hard to address the staffing and support needs of the institution's expanding faculty and curriculum.

Whitman College has experienced a productive and successful decade of growth and improvement since its last accreditation report. The College has capitalized on the strength of its faculty and administration, curriculum, financial well-being, and beautiful campus setting to reaffirm its ongoing commitment to excellence in the pursuit of undergraduate liberal arts education.

Standard One

Institutional Mission and Goals, Planning and Effectiveness

Mission and Goals (1.A)

The Mission Statement of Whitman College was revised in 1995 to reflect the College's acknowledgement of its role in a global and technological world. The Board of Trustees formally approved the Statement in 1997, and it was reaffirmed by the Dean of the Faculty's Academic Planning Exercise of 2000.

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.

— Whitman College Mission Statement

Mission Statement (1.A.1)

Whitman College's Mission Statement guides and informs all institutional activity at the College. The mission and goals guide the College's strategic planning, academic programs, faculty recruitment, curriculum, and student programming. The entire campus community understands broadly and is committed to the values and importance of the residential liberal arts experience.

The College's Mission Statement was reviewed in 2000 by the Division Chairs Committee in its report *Ideas and Opportunities for Strengthening Whitman's Academic Program*. The committee found that the Statement remained "an accurate and appropriate description of the purpose of the institution."

On November 4, 2005, the Trustees of Whitman College approved a Statement on Diversity that reinforces the importance of the value of diversity in the College's mission. The Statement was developed by trustees, overseers, alumni, students, faculty, and staff.

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.

— Statement on Diversity
by The Trustees of Whitman College

Publications (1.A.2)

The College Mission Statement appears prominently in the *Catalog of the College*, the *Student Handbook*, and on the College Web page. The mission and values of the College are articulated in major College publications such as the *Whitman Magazine*, and admission and recruitment materials. The Mission Statement also appears in the *Governing Board Handbook*.

Documenting Progress (1.A.3)

The College's progress toward achieving its mission and goals is communicated in a variety of ways. The annual President's Report in the *Whitman Magazine* reaches students, their parents, alumni, faculty, and staff. The President and the various budget officers who compose the President's Council make regular progress reports to faculty and staff. The annual *Progress Report* of the Strategic Plan (see 1.B.1) details the progress made on the College's primary planning exercise. The College's accomplishments are routinely featured in local and national media.

Goals (1.A.4)

The College is committed to the following values that are derived from the Mission Statement and found in the *Catalog of the College*:

- Maintaining a faculty of the highest caliber
- 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 across the liberal arts curriculum
- Promoting a strong student/faculty collaborative research program
- Promoting a rich appreciation of diversity and tolerance and an understanding of other cultures
- Encouraging a sense of community with a vibrant residential life program and extensive athletic, fitness, and outdoor opportunities

These values are incorporated into the College's annual Strategic Plan and drive all College planning — human, physical, and financial.

Planning (1.A.5)

All activities at the college — admissions, faculty recruitment, curriculum development, allocation of resources, fundraising, and planning — relate directly to the College's mission to provide an excellent undergraduate liberal arts education in a student-oriented residential environment.

Admission materials tout rigorous academics, commitment to educating the "whole person," and a "collaborative environment." Faculty members are recruited who have a commitment to excellent teaching and scholarship in the context of the liberal arts. In national surveys, Whitman faculty

consistently rank among the most accessible in the nation. Resources are allocated, as evidenced by the College's Strategic Plan, consistent with the goals of the institution and for the primary purpose of constantly improving the quality of learning and the encouragement of excellent teaching, scholarship, and advising. Planning, such as the 2000 and 2004 Academic Planning Exercises and the annual Strategic Plan, is derived directly from the College's residential liberal arts mission.

Service (1.A.6)

Whitman prides itself on its service to the surrounding community. The College has an established Center for Community Service that serves as a volunteer clearinghouse for numerous community service opportunities for students. The Center coordinates programs such as community outreach projects; the Whitman Mentoring Program that has matched Whitman student mentors with elementary and middle school students since 1994; and The Story Time Project begun in 2002, which is a collaborative effort between Whitman College and the Walla Walla YMCA. The Project "promotes diversity, acceptance, and the celebration of differing cultures by reading select stories to the youngest members of our community."

Faculty and staff also serve the community in such capacities as chairing the Board of Directors of the Walla Walla Tourism Commission, serving as vice president of the Walla Walla Symphony Board, serving as the vice president of the Blue Mountain Community Foundation (a local philanthropic organization), serving on boards of local chapters of Habitat for Humanity and Planned Parenthood, and volunteering for groups such as the YWCA and the local chapter of the AAUW. The staff of the College's Penrose Library are participating in the creation of an index of historic newspapers from the Walla Walla Valley.

Whitman also serves as an important cultural hub for the surrounding rural community. The Whitman College campus hosts an impressive number of public events — from lectures and other educational and informational programs, to plays, films, art exhibits, and musical performances. Most Whitman programs and events are free of charge and open to the public. Cordiner Hall, the College's main auditorium, is a resource for the entire Walla Walla community. It hosts many local events such as school graduations, civic cultural events, and concerts, and is home to the Walla Walla Symphony.

Substantive Change (1.A.7)

In accordance with Policy A-2, the College has not undergone any substantive change since its last accreditation review in 1997.

Analysis and Appraisal

On December 20, 1859, the Washington Territorial Legislature granted a charter to the Whitman Seminary in Walla Walla, Washington. The seminary was established by Rev. Cushing Eells to honor missionaries Marcus and Narcissa Whitman, who had established a medical mission and school to serve the Cayuse Indians and immigrants on the Oregon Trail near the current city of Walla Walla. On November 28, 1883, the Legislature issued a new charter, changing the seminary into a four-year, degree-granting college.

From its beginning, Whitman College has maintained its independence from sectarian and political control. Whitman has remained small in order to facilitate the close student/faculty interaction essential to a rigorous residential liberal arts education. Whitman College prides itself on being one of the few remaining “true” undergraduate liberal arts colleges — Whitman offers no advanced degrees or programs, choosing to focus solely on undergraduate liberal arts education.

The College offers a broad and inclusive curriculum composed of the arts, humanities, sciences, and social sciences and demonstrates the College’s commitment to the ideals of a liberal education that both acknowledges the past yet prepares its students to live in a “changing technological, multicultural world.” In the past decade, the College has added majors in Astronomy, Classics, Religion, and Rhetoric and Film Studies along with a host of combined

majors including Biochemistry, Biophysics, and Molecular Biology; Latin American Studies; Gender Studies; Race and Ethnic Studies; and Environmental Humanities.

One of the College’s signature programs, and part of the General Studies Program, is the one-year sequence *Antiquity and Modernity* (the Core), which is required of all first-year students (see inset box).

In the best tradition of liberal arts teaching and learning, Core is staffed by faculty from across the College’s academic departments.

The General Studies Program also consists of the College’s distribution requirements, which expose students to the broad disciplinary scope of the liberal arts while they experience the diverse perspectives of an ever shrinking multicultural world.

A mark of Whitman’s success in fulfilling its mission is seen in the participation of its students in academic, athletic, and service activities. Every candidate for a Bachelor’s degree must pass a senior assessment in the field of his or her major — a substantial part of which must take the form of an interrogative oral. Whitman was the first college or university in the nation to require undergraduate students to complete comprehensive oral examinations. This practice has continued through today.

Student/faculty research is prized at the College. Whitman funds approximately 20 to 30 student/faculty research projects each year through a variety of sources. The Whitman Undergraduate Conference, initiated in 1998, is an annual event where an entire day in the spring semester is set aside for students to present their academic achievements, musical performances, and artistic exhibitions. Nearly 160 students participate in the conference

The Core (*Antiquity and Modernity*)

A two-semester exploration of the formation and transformation of some western world views (ways of understanding nature, society, the self, and the transcendent). The course will focus on the World of Antiquity and the Modern World. Attention will be given not only to the continuity in the transition of dominant world views, but also to competing and alternative visions. The course will examine some of the important individuals and events which have significantly shaped, reshaped, and challenged these world views. In this process, revolutions in thought and society, encounters between peoples and cultures, and perspectives on “us” and “them” will constitute major objects of study. The study of primary sources, discussion, and writing will be emphasized.

Description of *Antiquity and Modernity* (The Core) from the 2006 *Catalog of the College*

each year — about one-third of the senior class. It is estimated that more than 75% of students at Whitman participate in some form of athletics, whether playing a varsity sport, a club sport, or belonging to an intramural team. Whitman has a nationally recognized Outdoor Program that is used by almost all Whitman students at one time or another. The Outdoor Program conducts training courses; sponsors numerous outdoor trips, speakers, and special events; and maintains indoor and outdoor climbing facilities. Community service is a particularly strong value at Whitman — approximately 90% of Whitman students are involved in some sort of community service during their four years at the College.

Another mark of the success of the College is demonstrated by the satisfaction of Whitman graduates. On both the 2001 and 2005 National Survey of Student Engagement (NSSE), 97% of seniors rated their educational experience as “excellent” (76%) or “good” (21%). Other surveys of graduating seniors consistently yield similar results, with 95% or more consistently saying they are “generally satisfied” or “very satisfied” with their experience at Whitman. On Whitman’s most recent alumni survey (the classes of 1985, 1995, and 2000), 99.2% of respondents indicated they were “generally satisfied” (18.3%) or very satisfied (80.9%) with their undergraduate experience. In addition, 95.6% said they “probably” (10%) or “definitely” (85.6%) would encourage a high school senior to attend Whitman.

While the College’s Mission Statement appears in the appropriate places — the *Catalog of the College*, the College Web page, etc. — most students, faculty, or staff could most likely not recite the College’s mission and goals verbatim. However, the students, faculty, and staff of Whitman College have a united and common understanding that Whitman College strives to, and does, provide students with a first-rate residential liberal arts education through a rigorous and challenging academic program that emphasizes intellectual depth, communication, and critical thinking skills, while providing students with a co-curricular experience that fosters leadership, tolerance, and the development of the whole person.

Projection

Whitman College is committed to providing an exceptionally high-quality residential liberal arts experience to all students including those from diverse ethnic, national, and socioeconomic backgrounds. That mission will continue to drive all College planning and resource allocation.

An example: In the spring of 2006, President Bridges formed a *Task Force on Student Engagement*. The task force was charged to examine students’ “overall first-year program in light of the College’s mission to provide students with an excellent, well-rounded liberal arts and sciences undergraduate education,” understanding that a student’s first-year experience is crucial to his or her subsequent success in college. Although the task force ascertained that Whitman students are very satisfied with their first-year experience — 97% rated it either “good” or “excellent” — it determined that there were still areas that could be improved, enhancing the entirety of students’ liberal arts experience.

Although there seems to be little distinction made between the College’s Mission Statement and a notion of what constitutes an excellent liberal arts education, the College’s planning initiatives and documents may need to make more explicit reference to the stated mission of the College and not allow the generic “first-rate liberal arts experience” to substitute for the actual words of the College’s mission. As the College has prepared for the 2007 decennial accreditation and as the new President has begun to articulate his vision for the College’s future, there has been an increased awareness and respect for the long-term guidance provided by Whitman’s mission statement and goals.

Planning and Effectiveness (1.B)

Planning Process (1.B.1–5)

Since 1995, the College’s Strategic Plan, the primary annual planning and evaluation instrument of the College, has been the *Goals, Objectives, Strategies, and Tactics* (GOST) document.

The Strategic Plan’s single identified Goal, echoing the College’s mission statement, reads:

To deliver extraordinary opportunities for undergraduate learning through a liberal arts and sciences curriculum in an environment that fosters intellectual vitality, confidence, and leadership; encourages personal and social development; and helps students develop their capacities to succeed in a changing technological, multicultural world.

From that overarching Goal, objectives are developed by the members of the President's Council, which is comprised of:

- Dean of the Faculty
- Dean of Admission and Financial Aid
- Dean of Students
- Chief Technology Officer
- Vice President for Development and College Relations
- Treasurer and Chief Financial Officer
- Chair of the Faculty
- Director of Communications
- Associate Dean of the Faculty
- Associate to the President
- Assistant to the President

The stated objectives in the June 2006 Strategic Plan were:

- Improve quality of learning and encourage excellent teaching and advising and scholarship
- Create a campus environment that embraces diversity broadly defined
- Enhance the integration of the co-curricular program into the academic program
- Enhance Whitman's financial resources to better support the academic mission
- Tell the Whitman story (reputation/visibility)
- Provide the technology, facilities, and staff to support the academic mission

These objectives are then broken down into strategies. For example, "Continue to recruit and retain quality faculty teacher-scholars" and "Support research — faculty and student/faculty" are two of the strategies listed under the objective "Improve quality of learning and encourage excellent teaching and advising and scholarship." Tactics are then identified for each strategy. To continue the example, tactics for "Improve quality of learning and encourage excellent teaching and advising and scholarship" include:

- Increase faculty salaries to mid-range of peer group reflecting high standards for recruitment, promotion, tenure, and sabbaticals
- Endow a new professorship each year to strengthen the curriculum
- Assess adjunct staffing levels and convert three positions to tenure-track per year to better staff sabbatical leaves and promote hiring diverse faculty
- Increase start-up budgets for new tenure-track faculty in all areas

Each June, the President's Council meets specifically to evaluate the progress of the various strategies outlined in the Strategic Plan objectives. From that meeting comes a Strategic Plan *Progress Report*. Based on the progress report and work done over the summer, the next annual Strategic Plan is drafted shortly before the academic year begins, outlining the institution's objectives, strategies, and tactics for the year.

Systematic and ongoing academic planning is conducted at the institutional and departmental level. In 2000, following the 1997 Accreditation Report, the Dean of the Faculty, along with the Committee of Division Chairs, conducted an academic strategic planning study they titled *Ideas and Opportunities for Strengthening Whitman's Academic Program*. The study, which reaffirmed the College's Mission Statement, also made eight recommendations to guide future planning. In 2004, that report was evaluated, and in April 2004 the Committee of Division Chairs and the Dean began a year-long Academic Planning Exercise. That exercise resulted in a report, *Building on Excellence*, which made several recommendations for continuing to strengthen the faculty and academic program, including increasing budgets and staff for academic support systems; increasing support for multicultural and international studies, life sciences, and the fine and performing arts; and adding faculty to key programs.

Ongoing academic planning is carried out by the Committee of Division Chairs. This committee is comprised of the Chairs of the three academic divisions — Social Sciences and Education, Humanities and Arts, and Basic Science and Mathematics — the Chair of the Faculty, and the Dean and Associate Dean of the Faculty. Among its many responsibilities, this committee advises the Dean on matters of budget planning and long-term academic planning, and recommends to the President the allocation of full-time tenure-track faculty positions.

Finally, academic planning is conducted on a continuous basis by academic departments, programs, and divisions. As departments and programs assess their curricula in light of their students' needs, new developments in their disciplines, and increased resources, faculty in the academic departments and programs continually revise their courses to offer an inclusive and comprehensive liberal arts education to their students. In 2006, the College initiated a formal program of systematic external reviews of all academic departments and programs. According to the 2004–2005 HERI Faculty Survey, 93.1% of

respondents “agree” or “strongly agree” that “Faculty are sufficiently involved in campus decision making” (see Standards 2 and 4).

The Office of Institutional Research collects and summarizes a variety of data through student and faculty surveys and institutional analysis, which are then used to inform planning processes. (See 1.B.7-8 for details.)

A variety of appropriate individuals participate in planning activities. The Dean of the Faculty and the Chair of the Faculty, representing the entire faculty, participate in formulating and assessing the objectives of the Strategic Plan (the *Goals, Objectives, Strategies, and Tactics* document). They also participate in the planning activities of the Board of Trustees. Instituting a new practice in 2005, representatives of students, faculty, and staff participated in the President’s Budget Advisory Committee — a committee formed to bring inclusion and transparency to the College’s budget process. The formation of the Strategic Plan’s objectives and the deliberations by the President’s Budget Advisory Committee are a direct result of various evaluation activities including, but not limited to, the Academic Planning Exercise, and the previous year’s *Progress Report*.

Institutional Research and Planning Resources (1.B.6)

The College maintains an active office of Institutional Research staffed by a highly qualified individual, and provides a substantial operating budget for all routine as well as newly initiated research efforts. Resources are made available so that the Director of Institutional Research can attend several yearly professional meetings, as well as participate in frequent specialized training conferences in order to remain proficient in the latest administrative research developments.

Institutional Research and Planning Resources (1.B.7–8)

The Office of Institutional Research actively and systematically surveys students and alumni. These surveys and other collected institutional data are used to assess academic and student services programming. Data collection includes the use of the following:

Admitted Student Questionnaire:

Surveys admitted students whether or not they enroll at Whitman. Data is collected on what prospective students were looking for in a college and how

Whitman ranks against other schools the students considered attending. Reports generated from this survey help guide, evaluate, and change the admissions process.

Incoming Student Survey (CIRP):

The CIRP is a national survey administered through the Higher Education Research Institute (HERI) at UCLA. This survey provides a picture of the academic and personal characteristics of each entering cohort of students, along with their expectations of college. Data provide a baseline for self-assessment, and data are used to compare entering cohorts with similar schools. Whitman has participated in this survey for more than 35 consecutive years.

Your First College Year:

The YFCY, also administered through HERI, is intended as a follow-up to the CIRP and provides longitudinal data on the “first-year experience.”

Alumni Survey:

Whitman began using the Higher Education Data Sharing Consortium’s (HEDS) Alumni Survey in the spring of 2006 to survey the classes of 1985, 1995, and 2000. Data show alumni outcomes, a retrospective assessment of the Whitman experience at 5, 10, and 20 years after graduation, and alumni satisfaction.

Lifestyle Choices Survey:

Every two years, students are surveyed about their alcohol and drug use. This data helps support the efforts of the “social norms” campaign of the Dean of Students office, with the goal of reducing high-risk drinking among students.

Senior Surveys:

Whitman has administered three different senior surveys in the last few years using a rotating schedule. These surveys provide a quantitative assessment of the Whitman experience, including self-reported measures of student learning and student satisfaction. The HEDS Senior Survey provides valuable comparative data with a group of peer institutions. The College Student Survey, administered through HERI, provides quality longitudinal data when compared to the CIRP. The National Survey of Student Engagement provides valuable data from both first-years and seniors that are used to assess Whitman’s educational programs.

Other data maintained by the Office of Institutional Research central to planning and evaluation efforts, include:

- Enrollment statistics
- Graduation and retention rates
- Enrollment projections
- Grading trends
- A variety of comparative data with peer institutions, including the HEDS Consortium.
- Department loads (number of students, credits, majors, etc., in each academic department)
- Ad-hoc reports requested by academic departments and administrative offices

This data is available to the entire Whitman community on the Office of Institutional Research Web page.

In addition, the Office of Institutional Research also participates in a variety of professional development activities, including annual meetings of the HEDS Consortium, the Pacific Northwest Association for Institutional Research and Planning, and the Association for Institutional Research, as well as workshops provided by each organization. This allows Whitman to continually evaluate its institutional research efforts, and the role of research in evaluation and planning.

Communication of Effectiveness to the Public (1.B.9)

Evidence of institutional effectiveness is communicated to the public in a variety of ways:

- Annual reports to the federal government
- Data provided on the Office of Institutional Research Web site
- The annual President's Report
- Reports submitted to the Board of Trustees
- News items and feature stories written by the Whitman Communications staff, which are distributed to the press and posted on the College's Web page
- Admission recruiting materials
- A faculty/staff newsletter, *The Fountain*, available to the public on the College's Web page

Analysis and Appraisal

Planning at the College is systematic and regularized. The College's Strategic Plan's planning process, *Goals, Objectives, Strategies, and Tactics*, continues to be an effective model that directly links the mission

and goals of the College to the prioritization and allocation of resources and personnel. Progress of the Strategic Plan's objectives is evaluated each year.

The College's Strategic Plan also specifically addresses the planning and objectives for the co-curricular program of the College (discussed in Standard 3) as well as technology, facilities, and staffing necessary to support the academic mission (discussed in Standards 5 and 8).

The academic program is assessed and revised on a continuing basis by the Dean of the Faculty, the Committee of Division Chairs, and by individual academic departments.

The College maintains a full-time, well-funded, and expertly staffed Office of Institutional Research. This Office supplies the administration with the kinds of internal demographic and comparison data the College requires to fulfill its mission to provide an excellent, well-rounded liberal arts education.

Projection

The College will continue to maintain an active and well-supported Office of Institutional Research. Beginning in summer 2007, the current Assistant Director of Institutional Research will become the Director, and will begin reporting to the Associate Dean of the Faculty. This reorganization will centralize many of the College's assessment activities. Working with the administration, Institutional Research will continue to develop and investigate new means of data collection for the purpose of assessing the overall quality of the College and its programs, and aiding in the improvement of those programs.

A new strategy for improving the quality of learning and teaching included in the *Goals, Objectives, Strategies, and Tactics* of the Strategic Plan encourages a culture of innovation and assessment. The College is working not only to centralize all its data collection into the Office of Institutional Research but also to expand its arsenal of assessment instruments. The HEDS survey will be conducted on a regular basis. The College administered the Collegiate Learning Assessment in the 2006–2007 academic year as one means of assessing the effectiveness of its general studies program (see Standard 2).

Finally, the College is moving to make administrative planning and decision-making more inclusive. The President's Budget Advisory Committee, with its deliberations posted on the College Web site, is a positive move in that direction.

Standard Two — Educational Program and Its Effectiveness

Whitman College is a small, independent, non-sectarian, co-educational liberal arts college. As stated in the College's Mission Statement: "Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education." Through its comprehensive planning procedures and in the management of its resources, the College's primary concentration is students and the educational mission of the institution.

Whitman College offers a Bachelor of Arts degree in 24 departmental majors and 20 combined and interdisciplinary majors. The College also offers 34 minors.

Promoting and supporting the educational mission of the College is the singular goal of the College's 2007 Strategic Plan (see Standard 1.B):

To deliver extraordinary opportunities for undergraduate learning through a liberal arts and sciences curriculum in an environment that fosters intellectual vitality, confidence, and leadership; encourages personal and social development; and helps students develop their capacities to succeed in a changing technological, multicultural world.

Departmental Majors:

Anthropology	Geology
Art	History
Art History and Visual Culture Studies	Mathematics
Astronomy	Music
Biology	Philosophy
Chemistry	Physics
Classics	Politics
Economics	Psychology
English	Religion
Foreign Languages and Literatures:	Rhetoric and Film Studies
French	Sociology
German Studies	Theatre
Spanish	

Combined and Interdisciplinary Majors:

Asian Studies	Physics-Astronomy
Biochemistry, Biophysics, and Molecular Biology	Biology-Environmental Studies
Biology-Geology	Chemistry-Environmental Studies
Chemistry-Geology	Economics-Environmental Studies
Economics-Mathematics	Environmental Humanities
Gender Studies	Geology-Environmental Studies
Geology-Astronomy	Physics-Environmental Studies
Geology-Physics	Politics-Environmental Studies
Latin American Studies	Race and Ethnic Studies
Mathematics-Physics	Sociology-Environmental Studies

Minor programs:

Anthropology
Art
Art History and Visual Culture Studies
Astronomy
Biology
Chemistry
Chinese
Classics
Computer Science
Economics
Educational Studies
English
French
Gender Studies
Geology
German Studies
History

Japanese
Latin American and Caribbean Literature
Latin American Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Race and Ethnic Studies
Religion
Rhetoric and Film Studies
Sociology
Spanish
Sport Studies, Recreation, and Athletics
Theatre
World Literature

The College also offers its students the opportunity to construct combined majors and Individually Planned Majors. Such majors, planned by students with unique interests, must be approved by the College Board of Review and must include at least three faculty advisers on the major committee. Requirements for the individually planned and combined majors are clearly explained in the *Catalog of the College*. Additional information about Individually Planned Majors is available in the *Departmental and Program Self-Studies Supplement*.

Finally, Whitman sponsors a number of “3-2” programs. The programs in engineering and computer science are offered in conjunction with five other schools: the California Institute of Technology, the University of Washington, Columbia University, Duke University, and Washington University in St. Louis. Other 3-2 programs include law, in conjunction with Columbia University; forestry and environmental management, in conjunction with the Nicholas School of the Environment at Duke University; international studies in conjunction with the Monterey Institute of International Studies; and oceanography at the School of Oceanography at the University of Washington. Students in these programs complete three years at Whitman, two years at one of the associated schools, and graduate with a Bachelor of Arts degree from Whitman and a second degree from the other institution.

The 3-2 programs have special advisers, hold mandatory meetings each fall for interested students, and are clearly explained in the *Catalog of the College*.

Each year, approximately 10 students graduate with an individually planned or combined major and approximately three students graduate with a 3-2 major. The number of 3-2 graduates has declined over the last 20 years.

Whitman’s academic program is continually assessed and modified to ensure the high quality and currency of the academic program. Planning and assessment are carried out on the department and program level, the academic divisional level, and the institutional level.

The past decade has seen a substantial growth in the curriculum. The College has created several new programs, modified others, and added new majors and minors to the academic offering of the institution. See **Figure 2.1**.

The College granted 340 Bachelor of Arts degrees in 2004, 345 in 2005, and 405 in 2006. **Figure 2.2, page 12**, indicates the numbers of graduates by major for each of those three years.

Academic Program Changes From 1998 to 2007

1998 - 1999	No changes
1999 - 2000	Physical Education Department became the Department of Sports Studies, Recreation, and Athletics (SSRA). The Physical Education minor was dropped for the new minor in SSRA and a sports medicine minor.
2000 - 2001	The Classics Department began offering a major in Classics. A minor in Latin American Studies was introduced.
2001 - 2002	The Religion Department began offering a major in Religion. German major split into two: German Literature and German Studies. A new combined major was introduced: Biochemistry, Biophysics, and Molecular Biology (BBMB).
2002 - 2003	The Art Department, which previously had two concentrations, one in Art History and one in Art Studio, became two departments: Art, and Art History and Visual Studies, each with its own major and minor. The Rhetoric and Public Address Department became the Department of Rhetoric and Film Studies and began offering a major and minor in Rhetoric and Film Studies. The combined Chemistry-Biology major was dropped having been incorporated into the BBMB major. The Education Department dropped its Washington State certification program. Sports Studies, Recreation and Athletics dropped its sports medicine minor.
2003 - 2004	The Astronomy Department began offering a major in Astronomy. The major in Mathematics split into two tracks: Pure Mathematics and Applied Mathematics.
2004 - 2005	The Gender Studies major was introduced. The Latin American Studies major was introduced. A minor in Latin American and Caribbean Literature was introduced.
2005 - 2006	The two German majors combined to become German Studies. The Environmental Studies minor was dropped.
2006 - 2007	The Environmental Humanities major was introduced. The Race and Ethnic Studies major and minor were introduced. American Ethnic Studies minor was dropped because of the new Race and Ethnic Studies minor. The Education minor became a minor in Educational Studies. The Music major added a Jazz Track to its other major tracks.

Figure 2.1

WHITMAN COLLEGE

Graduates by number, 2003–2006

	2003	2004	2005	2006
Major				
Anthropology	10	10	6	12
Art				6
Art (History and Visual Culture)	7	9	6	14
Art (Studio)	12	18	12	3
Asian Studies	7	4	11	10
Astronomy				2
BBMB	9	20	17	20
Biology-Environmental Studies	8	6	9	4
Biology-Geology		1		1
Biology	35	20	23	26
Chemistry-Biology	2		1	
Chemistry-Environmental Studies	2		2	1
Chemistry-Geology		1		2
Chemistry	7	7	6	12
Classics		2	2	3
Economics-Environmental Studies	1		1	1
Economics-Mathematics	1	2	2	2
Economics	18	16	24	23
English	29	26	28	31
French	4	10	3	6
German Literature	3			1
German Studies	3		3	3
Spanish	4	7	6	10
Geology-Astronomy	1		2	1
Geology-Environmental Studies	5	6	2	4
Geology-Physics				1
Geology	12	7	7	8
History	26	22	26	36
Mathematics-Computer Science			1	1
Mathematics-Physics	6	3	2	6
Mathematics	13	6	12	3
Applied Mathematics			2	4
Pure Mathematics				10
Music	3	5	2	2
Music History	1	1	1	
Music Performance	4	4	6	4
Music Theory	2	4	2	2
Philosophy	23	10	6	20
Physics-Astronomy	4	4	4	4
Physics-Environmental Studies	1		2	1
Physics	5	7	5	9
Politics-Environmental Studies	7	9	7	9
Politics	34	23	29	42
Psychology	41	27	38	31
Religion	3	3	5	10
Rhetoric and Film Studies	4	8	12	8
Sociology-Environmental Studies	2	3	2	3
Sociology	18	26	14	16
Theatre	11	9	17	10
Individually Planned	8	8	11	10

1. Hyphenated majors are combined majors, not double majors.

2. Students with double majors are counted twice — once for each major.

3. Each year includes both May and September graduates.

4. Changes in major designations may skew numbers (e.g., Art, German and Mathematics).

Figure 2.2

General Requirements (2.A)

Commitment to High Standards

(2.A.1)

The faculty and administration of Whitman College are focused on, and fully supportive of, the educational mission of the College. The first objective in the College's Strategic Plan is to "improve quality of learning and encourage excellent teaching and advising and scholarship." Strategies to achieve this objective include:

- Continue to recruit and retain quality faculty teacher-scholars
- Strengthen pre-major advising
- Support research — faculty and student/faculty
- Strengthen the academic disciplines
- Encourage a culture of innovation and assessment

An increase in the academic offerings of the College to enhance its educational mission has required the addition of new faculty. Over the past decade, the size of the faculty has increased from 96 to 109 tenure-track positions. Including all teaching faculty, the current overall student/faculty ratio, is 9.5/1, which is slightly lower than the 1996–1997 ratio of 10/1.

As detailed in Standard 4.B.4 and Standard 8, the College has greatly expanded its physical resources over the past decade with the goal of enhancing the quality of teaching, learning, and research. Recent additions and renovations include:

- \$1.2 million Walter A. Bratton indoor tennis facility in 1996
- \$6 million renovation of Hunter Conservatory, which also added a state-of-the-art multimedia facility in 1998
- \$12.4 million expansion of Penrose Library in 1999–2000
- The creation of the Environmental Studies Center in Maxey Hall during the summer of 2003
- \$20 million expansion and renovation of the Hall of Science in 2003, which included several state-of-the-art research labs
- \$10.5 million Baker Ferguson Fitness Center and Harvey Pool, completed fall 2006
- \$14.2 million Center for Visual Arts, currently under construction, will open fall 2008
- \$1.3 million relocation of the health and counseling services into the newly renovated/constructed Welty Health Center in 2006

Educational Goals (2.A.2)

The singular goal of Whitman's educational program is contained in the College's Strategic Plan, which is evaluated and modified every year. Goals for the academic program are also routinely developed and evaluated through the Dean of the Faculty's Academic Planning Exercises. The goals of individual departments and academic programs are developed and evaluated at the department or program level and at the divisional level, and receive a full consideration by the College's Academic Council (see 4.A.2) and the faculty as a whole. In 2007, a program of external reviews of academic departments and programs will begin (see 2.B.1–3).

Degree and Certification Programs (2.A.3–6)

Whitman College offers an appropriate, coherent, and well-planned program of study leading to a Bachelor of Arts degree in any of 44 departmental, interdisciplinary, or combined majors as well as options for Individually Planned Majors, combined majors, and 3-2 programs (see 2.A.1). The College maintains a general studies requirement that complements and broadens the work students do in their majors (see 2.B.1 and Policy 2.1). All requirements for general studies and academic majors 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.

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 education. Assessment of learning outcomes is conducted both within majors and institutionally (see 2.B for details).

Library and information technology use is indicated or implied in the activities and requirements noted in individual courses and their syllabi. All new courses and modifications of existing courses must address the impact they will have on library and information technology resources (see Standard 5).

The College does not offer any programs in concentrated or abbreviated time frames.

The College's course of study, major programs, and even the dates when the College is in session, are all similar to other nationally recognized small liberal arts institutions. The College's Office of Institutional

Research, various policy-making committees, and academic programs all make liberal use of comparisons from other schools when creating policies or designing programs.

Curriculum (2.A.7)

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 (see 2.A.11–12).

Library and Information Resources (2.A.8)

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

Over the past several years, Technology Services, often in conjunction with the College’s Center for Teaching and Learning, has hosted numerous workshops, symposia, and speakers. It has supported, and continues to support, faculty travel to conferences and other campuses with the aim of assisting faculty in integrating new informational technologies into their curricular activities. See Standard 5 for a detailed accounting of the library and informational resources on campus.

Optimal Learning and Accessibility (2.A.9)

The institution’s curriculum is conceived and implemented so that students can graduate in four years. Classes are scheduled throughout the day, and by semester and year, in a manner that minimizes conflicts. Although students are not always able to

take all the classes they want in the particular semester they would like them, students are able to get the classes they need to complete their majors and graduate within four years.

Experiential Learning Credit (2.A.10)

The College does not offer credit for prior experiential learning.

Additions and Deletions of Courses (2.A.11–12)

The policies, regulations, and procedures for adding and deleting courses and programs are codified in the *Faculty Code*. According to the *Code*, the Academic Council “review[s] all proposals for changes in the curriculum, including adoption, deletion, and alteration of courses, major programs, and minor programs and it may initiate such proposals.” Proposals originate in the individual academic departments and programs and are approved by the academic divisions before moving to the Academic Council (see Standard 4.A.2 for more on the academic planning process). Changes must conform to policies set out in the *Faculty Code*, and all actions approved by the Academic Council move to the full faculty for approval.

This procedure for changes in the curriculum has served the College well for many years and there are no plans for its modification. There are, however, established procedures should the need for change arise.

The 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.

Analysis and Appraisal

The College gives its highest priority to the educational mission of the institution. This is demonstrated through the allocation of resources and the strategic planning reflected in the goals, strategies, and tactics of the College’s Strategic Plan (the *Goals, Objectives, Strategies, and Tactics* document). Routine evaluation of the academic program is demonstrated in the Academic Planning Exercises conducted by the Dean of the Faculty and the Committee of Division Chairs (see 2.B).

Through comparisons with similar Colleges and based on the expertise of both experienced faculty and new faculty coming from top graduate programs,

the College has created a curriculum that is coherent and complete and reflects the depth and breadth appropriate for a nationally ranked liberal arts college. The faculty are empowered to determine the courses and programs of the College and take that responsibility seriously. All course and program creation, deletion, and modification are approved by the faculty as a whole.

The College has a highly recognized, award-winning library and is nationally known for its advanced technological infrastructure. The faculty work closely with the Director of the Library, the Chief Technology Officer, and their staffs, through established committees, and through the opportunities provided by numerous workshops, to ensure that library and technological resources are available to all faculty and integrated across the curriculum as deemed appropriate by the faculty.

Although approximately 80% of those who enter Whitman graduate within four years — and for about half of these students this includes a semester abroad — the scheduling of courses at the College has become somewhat problematic in recent years. As the student body grows and as the number of majors increase, it is becoming more difficult for students to do everything they would like, accommodating academics, field trips, music, sports, clubs, etc. For many years, the College has held the hours from 4 p.m. to 6 p.m. in reserve for music ensembles, sports, and extracurricular activities. There is, however, pressure from the academic program to encroach on these hours.

The College has also attempted to hold all day-time classes to meeting times regularized by the Registrar, but increases in students, programs, number of courses offered by a larger faculty, and academic requirements (e.g., longer labs, longer field trips) are beginning to strain this scheme as well. The situation is exacerbated by the unpopularity, among faculty and students, of holding courses during the 8 a.m. and even 9 a.m. time slots and, in some cases, on Fridays. On the other hand, classes held in the evening have become increasingly popular in the past 10 years. Approximately 5 to 6% of Whitman courses are now held in the evening hours.

The Policy Committee has been asked to study the current system of scheduling courses, labs, field trips, music, sports, and other activities and make recommendations as appropriate to the Academic Council.

The College holds to its obligation to accommodate students when programs are dropped or modified. Two examples: In 2002, the College changed its general studies requirements. For several years, the *Catalog of the College* listed two sets of distribution requirements: one for students who enrolled prior to fall 2002 and one for students who enrolled fall 2002 or later. These parallel general studies requirements remained in effect until all affected students completed their general studies requirements. Also, in 2002, the Education Department decided to cease its Washington State Teacher Certification program. Although it admitted no new students into the program, the Education Department continued its certification program and courses until all students enrolled in the College prior to 2003 had the opportunity to certify. The Education Department certified its last students in December 2006.

The expansion of the curriculum, certainly a positive for the faculty and the students, has presented some staffing challenges. Interdisciplinary programs, for example Gender Studies and Race and Ethnic Studies, are staffed by faculty whose “regular” appointments are in academic departments. Their work in the program — advising theses; participating in a capstone course; and carrying out administrative duties such as coordinating courses, designing and revising programs — is most often in addition to the regular departmental responsibilities. This is manageable when there are only a handful of students, but becomes more challenging as the programs become increasingly popular with students.

Several years ago, the Dean of the Faculty held a series of meetings with faculty concerning the staffing of departments and programs. The prevailing consensus at the time was that faculty should remain primarily affiliated with a department rather than a program. This arrangement may need to be revisited in a few years as the number of interdisciplinary programs increases but is working for the time being.

Projection

The College will continue to be guided by the *Goals, Objectives, Strategies and Tactics* strategic planning document, which provides the operational plan to meet the educational mission of the College and the pedagogical priorities of the faculty. (See Standard 1.B.1 for an explanation of the strategic planning document.)

The educational mission of the College will remain at the center of all planning and resources allocation.

Faculty will continue to serve as the stewards of the curriculum and the academic program.

The College will continue to study ways to adjust the scheduling of academic and extracurricular activities so that students will have the greatest number of educational opportunities and experiences during their careers at the College.

Staffing the academic program will continue to be studied.

Educational Program Planning and Assessment (2.B.1–3) and Policy 2.2

In order to provide Whitman students with the highest quality liberal arts education, the College systematically and continuously assesses the quality of its educational programs and the progress and achievements of its students. Assessment activities at the College include:

- The gathering and analysis of students' demographic data
- The gathering and analysis of institutional demographics
- The formative mid-program and summative end-of-program evaluation of courses, major programs, and the Bachelor's degree program
- The programmatic review of academic departments and programs and measures of alumni satisfaction

Assessment activities are conducted in a variety of ways at the College. The Office of Institutional Research collects and analyzes data on student characteristics and demographics; the Dean of the Faculty conducts a periodic Academic Planning Exercise that assesses the state of the academic program; the academic departments and programs assess the learning of their students and the effectiveness of their educational programs and majors; and the faculty assess their students and their courses.

Whitman fosters and promotes a culture of support for teaching and pedagogical innovation including developmental and instructional programs sponsored by the Whitman Center for Teaching and Learning and the Office of Technology Services, orientations held each fall for all new faculty, faculty book discussions sponsored by the Office of the Dean of the Faculty, and the successful pursuit of external grants to promote the improvement of teaching and the assessment of student learning.

Student Information; Institutional Demographics

As described in Standard 1, Whitman College has a full-time Assistant Director of Institutional Research (beginning July 1, 2007, this individual will become the Director). Among that person's responsibilities is the collection and analysis of information on the Whitman student population including survey information on student profiles, enrollments, and admitted/enrolled student comparisons, as well as ongoing data summaries to track retention rates, graduation rates, grade distribution, etc. These sources provide the College with rich data about the characteristics of its students and allow the College to monitor and address changes in these characteristics.

The College employs a variety of student-related measures including the Integrated Postsecondary Education Data System (IPEDS), which is mandated and maintained by the federal government; the Higher Education Data Sharing Consortium (HEDS), a consortium of 150 private colleges and universities that use comparative data from participating schools; and the Cooperative Institutional Research Program (CIRP) national longitudinal study of the American higher education system administered by the Higher Education Research Institute.

Figure 2.3 illustrates some of the instruments and information collected by the Office of Institutional Research.

Mid-Program Formative Assessments

Formative, mid-program assessments are routinely conducted at the student, course, department, and institutional level. They not only assess the efficacy of programs as they are being conducted (as opposed to assessment conducted at the conclusion of a course or program); they also assess the ongoing success of the students, which in turn serves as an indicator of program quality.

Students

Students are evaluated and monitored formatively. As required in the *Faculty Code*, instructors must file a mid-term grade report for any student receiving a grade of "D" or lower. This notification is sent to the student, the student's academic adviser, and the Academic Resource Center, which contacts the student and typically makes arrangements to meet with him or her. Students' progress in their majors and their overall coursework is also monitored. Students must earn a minimum 2.0 cumulative grade-point average in all semesters after their first semes-

Student Data Collected by Institutional Research

Item	Data Collected
Cooperative Institutional Research Program (CIRP)	Entering student profile survey: asks about student characteristics, goals, and opinions.
Admitted Student Questionnaire	Admitted student survey: surveys those enrolling and non-enrolling. Example questions: What were you looking for in a college? How does Whitman rank compared to the other schools to which you applied?

Internal College Data Collected by Institutional Research

Item	Data Collected
Enrollments	Various enrollment statistics such as FTE, and headcount by gender, level, and ethnicity.
Enrollment projections	Projects fall/spring enrollments for the next several years.
Grade distribution	Grade distribution data by academic division, gender, fraternity/sorority affiliation, etc.

Comparative Data Collected by Institutional Research

Item	Data Collected
Enrollment information from the Integrated Postsecondary Education Data System (IPEDS)	Number of students by status, gender, ethnicity, home state, and age.
Graduation Rates (IPEDS)	Four- and six-year graduation rates for a single cohort, broken out by gender and ethnicity.
Admissions information from Higher Education Data Sharing Consortium (HEDS)	Data on incoming students. Shows differences in test scores, ethnicity, etc., for applicants, admits, and students who enroll.
Financial Aid (HEDS)	Percent of students awarded financial aid, average aid package per student, and amount of need- and merit-based aid awarded.

Figure 2.3

ter, and maintain a 2.0 grade-point average in their major. Students who fail to meet these minimums face a number of sanctions ranging from academic warning, to probation, to dismissal.

Within their own courses, faculty monitor and assess the progress of their students through course-embedded mechanisms that allow faculty to determine student understanding and modify their lessons as appropriate. These mechanisms include student performance in labs, quizzes, or in-class exercises. They also include more technologically inspired methods such as postings and question/answer sessions on class listservs or the use of online discussion boards and course management systems such

as the Collaborative Learning Environment online (CLEo).

Some academic departments and programs have gateway courses that must be passed before students can continue in the major (Economics and Math, for example), or once in the major, certain pre-thesis or mid-program reviews of the student's progress (mid-program evaluations in Music and Studio Art) that must be undertaken. These mid-program assessments not only allow departments to monitor the progress of their students, but are important opportunities for academic departments and programs to modify the initial portions of their major programs. See the *Departmental and Program Self-Studies*

Supplement for specific academic departmental and program self-studies that describe their assessment procedures.

Courses

Faculty conduct formative assessments in their courses using a range of strategies from the formal (mid-course teaching evaluations by students or periodic “exit interviews”), to the ongoing (monitoring student progress through the normal mechanisms of tests and papers and the like), to the informal (talking with students and advisees). As explained above, faculty use a host of technological innovations to monitor student participation and understanding and make modifications to their courses as warranted.

Departments and programs

Major programs use formative assessments to evaluate the quality of their programs and their students’ progress in the major. Along with the Senior Assessment in Major, departments and programs continuously monitor the progress of their students and make adjustments to the program as they deem necessary.

Many departments and programs have prerequisites that require that students master the fundamentals necessary for later coursework in the major. Some departments, for example Economics, Mathematics, and Environmental Studies, require students to pass a “gateway” course with a certain grade in order to continue in the major.

In most departments, the senior seminar provides faculty with the opportunity to assess their students’ progress toward the goal of producing a quality Senior Assessment in Major. This process also allows the academic department or program the opportunity to assess how well the program is preparing its students to produce excellent work. As is noted in the academic department and program Self-Study Reports (see the *Departmental and Program Self-Studies Supplement*), many departments make use of their senior seminars as a means to assess their program’s curricula, requirements, and pedagogical methods.

Institutional

The results of the National Survey of Student Engagement (NSSE) administered to first-year students and seniors by the College’s Office of Institutional Research provide one way the College formatively assesses the ongoing success of its programs. This survey assesses student engagement, satisfaction, and academic experiences. The *Your First College Year Survey* from the Higher Education Research Institute at UCLA is also administered to students to assess their first year at Whitman in terms of their academic and personal development.

NSSE results indicate that Whitman College students report educational growth in the areas that the College’s liberal arts curriculum promotes. On the 2005 NSSE, the areas of growth most noted were “Acquiring a Broad General Education,” “Writing Clearly and Effectively,” and “Thinking Critically and Analytically.” Nearly all first-year NSSE respondents said they improved in these areas, as summarized in **Figure 2.4**.

A liberal arts education is also marked by experiences of a close campus community and personal relationships with faculty. The 2006 *Your First College Year Survey* (**Figure 2.5**) indicates that Whitman students are very satisfied with their liberal arts experience at Whitman.

In addition, a liberal arts education is marked by certain academic, intellectual, and social experiences. The 2005 NSSE survey confirms Whitman students are writing papers, contributing to class discussions, discussing course material outside of class, and participating in other experiences expected in a liberal arts setting. Whitman generally compares favorably with other liberal arts colleges on these items. See **Figure 2.6, page 20**.

End-of-Program Assessments

Student Evaluations

Pedagogical practice is assessed by departments and individual faculty to determine whether students demonstrate improvement and increased compe-

Contributions of General Studies to Areas of Educational Growth for First-Year Students

(from the 2005 National Survey of Student Engagement Survey)

NSSE Survey Item	“Very Much”	“Very Much” + “Quite a Bit”
Acquiring a Broad General Education	62.2%	99.2%
Writing Clearly and Effectively	54.3%	91.3%
Thinking Critically and Analytically	66.9%	97.6%

Figure 2.4

Percent of First-year Students Indicating They Were “Satisfied” or “Very Satisfied” with Important Aspects of Whitman College (from the 2006 Your First College Year Survey)

Amount of contact with faculty	93.3%
Overall quality of instruction	90.5%
Overall sense of community among students	92.4%
Overall college experience	96.2%

Figure 2.5

tence as a result of those practices. This becomes perhaps the greatest impetus for change in most courses — the change brought about based on the performance of students. Faculty make changes to their courses based on new knowledge and advances in their fields, but they also make them based on student outcomes and on the student evaluations they administer at the end of each course.

Student evaluations play a dual role at the College. On one hand, they are used as one component in the evaluation of faculty for personnel considerations. On the other hand, and more importantly for curricular assessment, student evaluations give individual instructors feedback about their courses. It is expected that faculty reflect upon and assess their courses based on the outcomes of their student evaluations. The *Annual Faculty Activity Report*, required each year by the Dean of the Faculty of all faculty for evaluative purposes, asks for a reflective statement on the instructor’s teaching over the preceding year. That statement often includes a description of what has changed, and why, in the instructor’s courses based on the results of student input.

As the faculty minutes and the College catalogs over the past several years demonstrate, departments and faculty are constantly revising their curricula, classes, programs of study, and requirements for majors and minors. The impetus for these changes and the general planning that occurs in departments comes from several sources.

First, as teachers and scholars, faculty keep abreast of developments in their fields — they publish, perform, and engage in professional activity; they read their disciplines’ journals and literature; they attend conferences and interact with their academic peers. Faculty research and continuing involvement in their fields are reflected in the modifications faculty make to their courses and that departments make to their programs of study.

Second, as new faculty who are highly qualified in their disciplines join the Whitman community, they

bring with them new curricular ideas and new pedagogical strategies. With a tenure-line faculty, nearly half of whom have been hired in the past 10 years, the influx of these new colleagues has done much to keep the curricula fresh and current.

Third, the Center for Teaching and Learning is an invaluable resource for faculty receptive to improving and reinvigorating their teaching and developing a culture of excellence and innovation.

Fourth, and perhaps most importantly, academic programs change based on the performance of students. And this performance is most noticeably seen in the Senior Assessment in Major.

Senior Assessment in Major

It is required by the *Faculty Code* that every student seeking a Bachelor’s degree at Whitman College pass a Senior Assessment in Major in his or her major field of study. In fact, in 1913, Whitman became the first college or university in the nation to require undergraduate students to complete comprehensive oral examinations in their major fields. The format of the Senior Assessment in Major varies by department and discipline, but it is usually a year-long process that includes a combination of evaluative components such as senior theses, written examinations, oral examinations, and external examinations such as the Graduate Record Examination or one of the Major Field Tests from the Educational Testing Service. See Senior Assessment charts for each academic department and program major on pages 21-34.

Regardless of the form of the Senior Assessment in Major, the *Faculty Code* stipulates that a “substantial part of the senior assessment shall take the form of an interrogative oral.” The oral component of the assessment is a particularly valuable assessment tool in that it allows for a probing of the student’s understanding of his or her subject matter that might otherwise be unattainable with a more conventional, written examination.

Percent of First-year Students Indicating They Had the Following Experiences “Often” or “Very Often” (from the 2005 National Survey of Student Engagement)

	Whitman	All other liberal arts schools
Asked questions in class or contributed to class discussions	83%	72%
Worked on a paper or project that required integrating ideas or information from various sources	74%	79%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	62%	67%
Put together ideas or concepts from different courses when completing assignments or during class discussions	58%	55%
Discussed ideas from your readings or classes with faculty members outside of class	32%	24%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	83%	65%
Had serious conversations with students of a different race or ethnicity than your own	65%	55%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	69%	66%

Figure 2.6

The *Faculty Code* also stipulates that the oral examination must be “conducted by a committee composed of two or more instructors in the major or related fields.” With few exceptions, oral examinations, regardless of form, are conducted by three or more faculty from the same or related fields. In at least one case, Philosophy, the honors thesis oral is open to all faculty and students. In most cases, this means that multiple faculty not only participate in the oral examination but also read the thesis, watch the performance, or participate in the evaluation of the written examination.

The use of multiple faculty evaluating a student’s work assures a valid and reliable evaluation of the student’s understanding and competence — an accurate and demonstrable measure of student outcome.

Because of the relatively small size of the faculty, most faculty members in most academic departments and programs serve on multiple senior assessment committees — often in departments other than their own. This provides them with an exposure to a range of student work — another way in which they can judge the relative merits of individual students.

Figures 2.7 to 2.12, pages 21-34, display the various components of the Senior Assessment in Major for departments and programs in the three academic divisions and provide detailed examples of the way in which Senior Assessments in Major are conducted in a few representative departments. See the *Departmental and Program Self-Studies Supplement* for information on all academic departments and programs.

Division I, Social Sciences and Education: Examples of Senior Assessment in Major**History**

The senior assessment in the history major includes participation in a comparative history course and successful completion of an oral and written examination. Students are required to take a team-taught comparative history course in the fall of the senior year; this course serves to enhance students' knowledge of broad themes in historical civilizations, develop students' ability to compare and analyze those themes, and prepare seniors for the oral portion of the senior assessment. The oral exam begins with an oral comparative analysis, followed by a question-and-answer period. The student is expected to demonstrate knowledge of content as well as analytical interpretation. Finally, the written portion of the senior assessment contains two parts: A "book exam" in which students assess a work of history selected by the faculty and an exam on the student's area of specialty in history (two related courses in one area). The area of specialty is chosen by the student. The written examinations require students to demonstrate mastery of content as well as the ability to evaluate arguments and evidence of a historical work.

Psychology

The senior assessment in the psychology major includes participation in a senior capstone course (Contemporary and Historical Issues), a thesis or honors thesis, an oral defense of that thesis, and a standardized written examination. The senior capstone course considers perennial issues in the field and examines those issues from historical and contemporary perspectives. The goals of the course are to provide majors with a conceptual and historical background by which to consider contemporary psychological matters, to assist students with the integration of psychology as a discipline, and to consider the wide range of ethical issues pertinent to the study and practice of psychology. Students must also devise a thesis of their own creation, in which they must review literature, devise a hypothesis or argument to defend, collect empirical data to test that hypothesis or analyze literature to evaluate the argument, and interpret their findings. The thesis is defended before a three-member faculty committee in which students are assessed on their knowledge and interpretation of their work. Finally, students take a written exam, the Major Field Test in psychology, which broadly assesses their cumulative knowledge of the discipline and provides comparative data of student performance against national standards.

Sociology

The senior assessment in the sociology major includes participation in a fall semester senior seminar, a senior thesis, and an oral defense and examination. The senior seminar requires students to write a thesis proposal, learn the process of thesis research and writing, and learn about careers in sociology. Students also examine critical readings in the field and engage in current issues and debates in sociology. The senior thesis involves library and empirical research and regular feedback from a faculty advisory committee. During this time, students also learn and critique theses being written by other senior majors. Students complete their theses in the spring semester. In the oral examination, students are assessed verbally on their knowledge of their thesis, their ability to situate their thesis within the larger discipline, and their knowledge of sociology in general.

Figure 2.7

Division 1, Social Sciences and Education: Senior Assessment in the Major

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
Anthropology	√	√	√		√			<ul style="list-style-type: none"> Students write a thesis proposal in senior seminar. One-hour oral thesis defense includes three faculty.
Economics			√			√	√	<ul style="list-style-type: none"> Written exam is the Major Field Test (MFT) in Economics. One-hour oral exam includes two faculty and focuses on extensions and applications of intermediate-level content that is assessed in the MFT.
Environmental Studies/social Science (Economics-EnvSt, Politics-EnvSt, and Sociology-EnvSt)	√	√	√		√	√	√	<ul style="list-style-type: none"> All students must pass the MFT standardized examination. At least two faculty included at oral examination.
History	√*		√			√**	√	<ul style="list-style-type: none"> Two-part written exam: "book exam" and exam based on field of expertise. * Majors are required to take a senior comparative history seminar that helps prepare them for their oral exams and to write a comparative history research paper using primary sources (approximately 25 pages). **One-hour exam includes three faculty; consists of a presentation of a topic in comparative history, followed by questions.

Figure 2.8

Division 1, Social Sciences and Education: Senior Assessment in the Major (cont.)

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
Latin American Studies	√	√	√		√			<ul style="list-style-type: none"> Senior seminar is a thesis workshop course; research plan and topic identification is the goal of the course. One-hour oral thesis defense including three faculty.
Politics	√	√	√		√			<ul style="list-style-type: none"> Students write a thesis proposal in senior seminar. One-hour oral thesis defense involves committee of two faculty.
Psychology	√	√	√		√		√	<ul style="list-style-type: none"> Senior seminar is PSYC 420. Written exam is the MFT in Psychology. One-hour oral thesis involves a committee of three faculty.
Race and Ethnic Studies	√	√	√	√*	√	√**		<ul style="list-style-type: none"> Twelve credits of language study also required. Pre-thesis assessment of project in the fall as part of the senior seminar. * Oral defense of thesis proposal during the semester before the thesis is written. The committee includes faculty from multiple disciplines. ** One-hour oral involving committee of three faculty is partly thesis defense and partly synthesis of student's work in major.

Figure 2.8 (cont.)

Division 1, Social Sciences and Education: Senior Assessment in the Major (cont.)

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
Sociology	√	√	√		√	√*		<ul style="list-style-type: none"> All full-time permanent faculty teach the senior seminar. Students write a thesis proposal in senior seminar. Ninety-minute comprehensive oral thesis defense includes at least three faculty. * The oral is primarily a thesis defense but may include questions specific to coursework taken throughout the major

Figure 2.8 (cont.)

Division II, Humanities and Arts: Examples of Senior Assessment in Major**English**

Students in English are required to complete a “gateway” course at the beginning of the major (English 290: Approaches to the Study of Literature) and a seminar exclusively for majors at the end of the program (English 491). The gateway introduces students to approaches to literature and to the genres of poetry, fiction, and drama; the course also emphasizes discussion and the writing of literary analysis as well as information literacy, all with the goal of providing a solid grounding for all majors. The senior seminar on topics of special interest to advanced majors emphasizes student involvement in discussion and requires class presentations; the seminar also requires that each student write a seminar paper involving significant research that is presented to the class and then thoroughly rewritten. Students may write a thesis, but are not required to do so. Each senior must complete three written exams (2½ hours each) on three periods of literature chosen by the student, including one exam on a period of British literature, one on an American period, and one on an English or American period chosen by the student. Each written exam is based on an extensive reading list and requires that students apply what they have learned in courses to works of literature they usually have not studied in period classes. The one-hour oral exam with three faculty requires each student to offer a 20-minute presentation on a short work (a poem, story, or play) assigned to that student; the subsequent question/answer period starts with the work and may extend to other related topics. Both the written and orals exams assess students’ ability to read independently and apply their knowledge of literature to works not taught in class.

French

Students wishing to take upper-level language courses must either complete French 206 or earn a sufficient score on the French placement exam for entry to 300-level courses. The final examination in French 306 serves as a formative assessment of the students’ progress in language comprehension, speaking, and writing. The department is also initiating a portfolio requirement that will include an initial writing exercise to be repeated at the end of the course. The study abroad experience of French majors also serves as formative assessment: the IES program places Whitman students in advanced language courses; students receive an average grade of B+ in those courses; and they are able to succeed in advanced language classes at French universities and at Whitman. In the senior year, French majors must pass three days of written exams (three hours each exam) based on a reading list that covers the scope of French literature. An oral exam with three faculty members is based on the written exam and the reading list. French majors demonstrate their proficiency not only in Whitman classes, but also in study and work opportunities abroad. In addition, in a rigorous national competition, the French Ministry of Education selects 1,500 American graduates with a strong command of French to work in French public schools. More graduates from Whitman are selected by this program than those from any other college in the Northwest. Graduates with majors and minors in French have also been strongly represented in the Peace Corps and in the State Department. These study and work opportunities abroad provide external assessments that further demonstrate the success of the French program.

Figure 2.9

Music

The music department has formative assessment built into the program at every level and rigorous summative assessment in the senior year. All students taking applied music lessons are invited to participate in weekly performance classes where they receive evaluation from peers and faculty and are required to play before a jury of faculty at the end of each semester. Public performances indicate the success of both the students and the program. Both majors and non-majors are invited to perform recitals if they choose. Seniors in the Standard, Performance, Jazz, and Composition Tracks are required to perform a recital (a one-half hour recital for the Standard Track and a one-hour recital for the others). A pre-recital hearing is required before all recitals to determine that students are sufficiently prepared to perform. Students in the History Track are required to write a thesis. All majors are required to pass a piano and an aural proficiency exam mid-program. In the senior year all majors must pass three written exams: a three-hour exam on music history, a three-hour exam on music theory, and a one-hour exam on aural identification. In addition, each senior must pass an oral exam on history and theory before a committee of three faculty.

Religion

The thesis written by all majors in Religion provides not merely a summative assessment of the student's work but is the product of an extensive formative process. Students usually begin thinking about a thesis in the sophomore or junior years, sometimes in conjunction with study abroad opportunities. At the end of the senior seminar in the fall of the senior year, students will have selected an adviser, conferred with two additional readers of the thesis, and submitted a proposal that includes a research question and a preliminary bibliography. During the final week of the fall semester, students defend their proposal in oral examinations with the three faculty members who will serve on the student's committee. This oral exam leads students to consider possible substantive and methodological angles, identifies potential problem areas, and provides general guidance to the student. Through multiple drafts of the thesis, the committee evaluates the degree to which students master a substantive topic and can articulate methodological approaches to the topic. The thesis is defended in an oral examination with the three members of the committee. Throughout the thesis process, the department emphasizes a collaborative assessment of individual students and their achievements and uses that assessment to consider the department's success in achieving its goal of "religious literacy."

Figure 2.9 (cont.)

Division II, Humanities and Arts: Senior Assessment in the Major

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
Art (Studio)	√	√ Senior Art Exhibition	√ Senior Art Exhibition plus written thesis	√ Slide presentation semester before exhibition	√	√		<ul style="list-style-type: none"> Individual and group critiques throughout program. Junior-year portfolio review. Senior research trip to New York for all majors. Pre-thesis oral: slide presentation related to the senior exhibition project with three faculty. Oral senior art project defense: Includes three faculty. Senior Art Exhibition with outside juror.
Art History & Visual Culture	√		√			√		<ul style="list-style-type: none"> Oral exam: two one-hour exams (four areas). Minimum of two faculty; usually three; sometimes four or five.
Asian Studies	√	√	√		√			<ul style="list-style-type: none"> Oral exam consists of defense of thesis and includes three faculty. Fall Thesis Research (AS 491). Spring: Senior Seminar (AS 490), forum for thesis research and presentation.
Classics		√	√		√		√	<ul style="list-style-type: none"> Written comprehensive exam covers a set reading list. Oral exam: thesis defense may include revisiting written exam, if necessary. Includes three faculty.

Figure 2.10

Division II, Humanities and Arts: Senior Assessment in the Major (Cont.)

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
English	√	optional	√			√	√	<ul style="list-style-type: none"> English 491 Seminar requires a research paper that is written, revised, and presented. Written exams: three exams (two and a half hours each) on three periods of literature, including a reading list for each period. Graded by two to three faculty. Oral exam: one hour on an assigned work. Includes three faculty.
Foreign Languages and Literatures: French			√			√	√	<ul style="list-style-type: none"> Written exams: three days (three hours each), based on a reading list. Oral exam: based on the written exams and the reading list. Includes three faculty.
Foreign Languages and Literatures: German Studies		√	√		√			<ul style="list-style-type: none"> Oral exam: thesis defense plus discussion of a significant work in German and one in English. Includes two German Studies faculty plus one outside the department
Foreign Languages and Literatures: Spanish	√		√			√	√	<ul style="list-style-type: none"> Written exams: three (75 minutes each exam) on three areas (literature of Spain, literature of Latin America, and film in Spanish) each with its required reading/viewing list of 10 literary works or films. Oral exam: one hour (20 minutes on each of the areas above). Includes three faculty.

Figure 2.10 (cont.)

Division II, Humanities and Arts: Senior Assessment in the Major (Cont.)

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
Environmental Studies/ Humanities	√	√	√		√		√	<ul style="list-style-type: none"> • Written take-home essay based on faculty-generated essay questions. • Two faculty members are present at the oral defense of thesis.
Gender Studies	√	√	√	√	√			<ul style="list-style-type: none"> • Pre-thesis assessment of project in the fall as part of the senior seminar. • Oral exam: thesis defense with at least three faculty and up to 10.
Music	√ encouraged but not required	√ Yes, for History Track	√ Yes, for History Track			√	√	<ul style="list-style-type: none"> • Pre-recital hearing. • Senior Recital (Standard, Advanced, Jazz, and Composition Tracks). • Thesis (History Track). • Three written exams (three-hour exam on music history, three-hour exam on music theory, one-hour exam on aural identification). • Piano and Aural Proficiency exams (mid-program). • Oral exam: on history and theory. Includes three faculty.

Figure 2.10 (cont.)

Division II, Humanities and Arts: Senior Assessment in the Major (Cont.)

Department	Senior Seminar	Thesis required	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exams	Other information
Philosophy		* see Other Information on senior paper	√		√	√	√	<ul style="list-style-type: none"> Written exams: two (each exam three hours on History of Philosophy sequence). *Senior paper written by each student independently with a faculty adviser. Oral exam: Begins with the senior paper but may include any philosophy areas. Includes two faculty. Exceptional students are invited to write an Honors Thesis. Honors Thesis Oral: defense with four faculty and open to the public.
Religion	√	√	√	√	√			<ul style="list-style-type: none"> Oral defense of thesis proposal the semester before the thesis is written. Mid-term review of thesis with committee (before spring break) Oral: thesis defense. Includes three faculty.
Rhetoric & Film		√	√		√			<ul style="list-style-type: none"> RFS 487 (Rhetoric and Film Criticism) is required prior to, or concurrent with, the thesis. Oral exam: thesis defense, but may include other areas. Includes two faculty.
Theatre		√ *Senior Project	√		√ on senior project			<ul style="list-style-type: none"> *The senior project may be either in a production area or as a written, research project. The Honors Project is a thesis. Oral exam: on the senior project. Includes three faculty.

Figure 2.10 (cont.)

Division III, Basic Sciences and Mathematics: Examples of Senior Assessment in Major**Math**

The Mathematics Department has a comprehensive senior assessment program that includes a written, an oral, and a research component. The senior project begins in the fall when the student completes a research project with some supervision from a specific faculty member. During the spring semester, students generate a written report based on their research work. The senior project is a recent addition to the math assessment program reflecting a desire to have students demonstrate the ability to pursue an advanced project and to develop their technical writing skills. In addition to the project, math majors must successfully complete a written and oral examination created by the mathematics faculty. The written component is a four-hour examination covering the basic elements of calculus and linear algebra. The oral component of the examination was changed to address the different requirements of the pure and applied majors. To assess the common elements of each major, the members of the department developed a list of “a few things every math major should know.” This list of roughly 20 questions is distributed to all majors taking oral exams. Half of the one-hour exam covers questions and topics drawn from this list. This approach to the oral exam grew out of a desire to keep the oral exam focused on basic knowledge crucial for a competent mathematician. The content of the other half of the exam is decided in advance by the student in consultation with his or her academic adviser.

Biochemistry, Biophysics, and Molecular Biology (BBMB)

The senior assessment in BBMB consists of three major pieces: an independent research project, an oral exam, and a written exam. Students are required to complete a senior research project either at Whitman College or at some other institution where a viable project can be pursued. These projects are often completed during the summer after the students' junior year. During the senior year, students assemble their data and analysis into a thesis project that is eventually presented as a departmental seminar to faculty and students. The senior project has five specific goals:

- 1) Understanding of how his or her specific experiments fit into the big picture of the goals of the lab
- 2) Proficiency in experimental technique and design
- 3) Facility with data analysis and interpretation
- 4) Ability to read the relevant literature for the project
- 5) Ability to collect and write a coherent paper summarizing and analyzing the project

The senior project ties in closely with recommendations developed by national educational advisory committees in Biochemistry and Molecular Biology. BBMB majors also complete the GRE subject examination in Biochemistry, Cell, and Molecular Biology as part of the comprehensive exam. The use of a standardized test permits Whitman students to be compared to students from other institutions. The current passing score is a placement about the 20 percentile. While this number may seem low, most students taking this exam are already pursuing graduate study, so the comparison group is skewed to an advanced level student. The BBMB faculty continue to monitor this threshold in deciding an appropriate passing level. The second component of the comprehensive exam in the major is an oral exam administered by a committee consisting of two faculty members. The oral exam focuses on integration of concepts, the ability to analyze data and design experiments, and fluency in the vocabulary of the molecular life sciences.

Figure 2.11

Chemistry

The Chemistry Department utilizes a bank of standardized exams to monitor the performance of its students in the major. The American Chemical Society has exams that cover major topics in Chemistry including general chemistry, organic chemistry, and physical chemistry. The organic chemistry exam is used annually while the others are used as periodic diagnostic tools. These standardized tests permit the department to assess its program at different levels. The Chemistry Department also requires all majors to complete a research project of some kind. The project can be completed on campus or at another institution during a summer internship. The project culminates in a written report or written thesis. As a final assessment, the Chemistry Department utilizes a two-hour oral exam. The two-hour oral exam covers both the four years of courses plus the research project.

Figure 2.11 (Cont.)

Division III, Basic Sciences and Mathematics: Senior Assessment in the Major

Department	Senior Seminar	Required Thesis or project	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exam	Other information
Astronomy	√		√			√	√	<ul style="list-style-type: none"> Students take a day-long take-home written examination. One-hour oral examination includes two faculty.
BBMB	√	√	√			√	√	<ul style="list-style-type: none"> Students take the GRE subject examination in Biochemistry and Molecular Biology. One-hour oral examination includes two faculty.
Biology	√ Includes thesis presentation	√ Thesis and Research Project	√		√	√	√	<ul style="list-style-type: none"> Students take the GRE subject examination in Biology. One-hour oral examination includes at least three faculty.
Chemistry		√	√		√	√		<ul style="list-style-type: none"> Combined oral defense of research project and two-hour oral examination on research project and chemistry course material. At least three faculty at oral examination.

Figure 2.12

Division III, Basic Sciences and Mathematics: Senior Assessment in the Major (Cont.)

Department	Senior Seminar	Required Thesis or project	Honors Thesis, if eligible	Pre-thesis oral	Oral Thesis Defense	Oral Exam	Written Exam	Other information
Geology	√		√			√	√	<ul style="list-style-type: none"> • Students take a day-long written examination. • Oral examination with at least three faculty.
Mathematics	√	√	√		√	√	√	<ul style="list-style-type: none"> • Required research project with close faculty collaboration. • Written four-hour examination. • Three faculty at oral examination.
Physics	√		√			√	√	<ul style="list-style-type: none"> • Students take a day-long take-home written examination. • One-hour oral examination with at least three faculty.
Environmental Studies/Science: (Physics, Chemistry, Biology, and Geology)	√	√	√			√	√	<ul style="list-style-type: none"> • Specific departmental guidelines apply (see above). • Three faculty present at oral examination.

Figure 2.12 (cont.)

As the academic departments and programs self-studies will indicate (see the *Departmental and Program Self-Studies Supplement*), the results of the Senior Assessment in Major have led departments over the years to continually assess and modify their program of study given the great amount of evaluative information they can glean from student performance in the senior assessments.

Whereas student evaluations may have a pronounced effect on the modification of individual courses taught by individual faculty and may be seen more as formative assessment, adjustments to departmental majors — the content and organization of their curricula and their instructional methods — are based in great part on the cumulative outcomes of student performance. Since all majors require a Senior Assessment in Major, departments and programs are able to judge the adequacy of their programs based on the outcomes of their students in their Senior Assessment in Major, a more summative process of assessment.

The College places great confidence in the expertise and competence of its faculty to assess the quality of their students' academic performance. Thus, the considered judgments of the faculty in assessing student performance are a major component in evaluating the outcomes of both student performance and the adequacy of departmental curricula. These judgments are articulated when faculty on senior assessment committees confer to evaluate the quality of students' senior assessments in major. These judgments are also articulated and evaluated when departments and programs meet to discuss their programs and in the rationales departments and programs present to their academic divisions, the Academic Council, and the faculty as a whole as they seek approval to make changes to their curriculum and their courses of studies.

Student Satisfaction and Self-Assessment

The College employs, and is developing further, various mechanisms for assessing the aggregate of the educational programs and experiences of the institution and their direct effect on students. These mechanisms include:

- Survey and demographic data collected and analyzed by the Office of Institutional Research
- Administrative restructuring begun in 2006–2007 that places greater importance on institutional assessment and assigns all general assessment activities to one administrative office

- The administration of the Collegiate Learning Assessment in 2006–2007
- The creation of a committee charged to “engage the faculty in a discussion of appropriate outcomes assessment for Whitman’s general education program” and “develop a process of outcomes assessment to be administered in the 2007–2008 academic year and establish a regular cycle of administration thereafter”
- The assessment of the quality of proposals submitted to the College’s annual Whitman Undergraduate Conference
- The Academic Planning Exercise, conducted approximately every five years by the Dean of the Faculty and the Committee of Division Chairs to assess the academic program of the College
- A Center for Teaching and Learning that encourages a culture of assessment among faculty and serves to promote faculty development

Institutional Comparisons

The Office of Institutional Research conducts various surveys and provides analyses each year that assess the overall quality of the College’s academic programs. One of the most valuable is a three-year senior survey cycle consisting of the Higher Education Data Sharing Consortium (HEDS) Senior Survey, the HERI College Senior Survey, and the National Survey of Student Engagement. Each survey asks questions about students’ satisfaction with the College and the skills and knowledge they have acquired. The HEDS survey is particularly useful in that it provides a comparison group of similar colleges against which Whitman can assess its performance.

For example, the 2006 HEDS Senior Survey included a series of questions focusing on the abilities and types of knowledge that are often gained through a college education. Students were asked to indicate whether they had improved “not at all,” “a little,” “moderately,” or “greatly” in each area. **Figure 2.13, page 36**, shows the percent of students at Whitman, compared to a peer group, reporting that they improved “greatly” in different areas. The chart indicates Whitman’s highest three and lowest three percentages.

This kind of peer group comparison is an important indicator of the quality of the College’s educational program. It is also useful in curricular deliberations. For example, Whitman does only slightly less well

Percent of Senior Students Indicating They Had Improved Greatly
(Top three and bottom three items shown, from the 2006 HEDS Senior Survey)

	Whitman Percentage	Peer Group¹ Median Percentage
Think Analytically and Logically	70.9	61.6
Gain In-Depth Knowledge of a Subject	70.8	60.3
Work Under Pressure	67.1	56.7
Use Quantitative Tools	25.7	25.7
Use Technology	20.2	20.2
Read or Speak a Foreign Language	18.3	19.9

¹The Peer Group for the 2006 HEDS Senior Survey is Colby College, Haverford College, Occidental College, Macalester College, Lewis and Clark College, and the University of Puget Sound.

Figure 2.13

than its peers in improving students' ability to read or speak a foreign language. Unlike many of its peers, however, Whitman does not have a foreign language requirement (except for the Race and Ethnic Studies major). Perhaps the data indicate that a significant number of students take a foreign language without a language requirement.

Understanding the benefit of using comparative data, the College also participates in a great deal of data sharing across institutions. Locating Whitman in the universe of similar (and sometimes dissimilar) institutions aids in the assessment of the College's overall operation and academic programs by providing data that establish benchmarks for relevant comparisons. The College submits data annually to several sources, which then provide comparative data on a variety of measures — everything from the number of students who apply to the College to range of faculty salaries and benefits.

Other resources, such as the Integrated Postsecondary Education Data System (IPEDS), mandated and maintained by the federal government, and the Higher Education Data Sharing Consortium (HEDS), a consortium of 150 private colleges and universities that use comparative data from participating schools, allow for assessments of the College's academic programs and serve as planning tools for the overall operation of the College. For example, based on Whitman's self-selected group of peers, the "Panel of 14" (Beloit, Carleton, Colby, Colorado College, Grinnell, Haverford, Knox, Oberlin, Occidental, Pomona, Reed, Swarthmore, Wabash and Whitman), comparative data can indicate areas for improvement, provide assurances that the College is "where it should be" on different measures, and also help administrators set goals by showing how Whitman compares to its aspiration schools.

Outcomes Assessment

The College will administer, provisionally for one year, the Collegiate Learning Assessment (CLA) in 2006–2007. The first administration for first-year students was held in September 2006. Seniors were tested in February 2007. This will be a new endeavor for the College and it will take some effort to fully interpret the results and determine how they might inform future curricular planning. It should, however, along with HEDS and other measures, provide a useful snapshot of the aggregate of a Whitman education.

During faculty discussions over the use of the CLA, the faculty passed a resolution to "establish a committee to create outcomes assessment for the non-major components of the Whitman education." The Committee, comprised of one representative each from the three academic divisions, the Assistant Director of Institutional Research, and the Associate Dean of the Faculty *ex officio*, has been meeting regularly throughout the 2006–2007 academic year to investigate ways to further assess the general studies component of the Whitman curriculum in a manner that is consistent with the mission and philosophy of a liberal arts institution.

Whitman Undergraduate Conference

Each spring for the past nine years, the College has held the Whitman Undergraduate Conference. The conference, open to all Whitman students, is an opportunity for students to present their scholarly work to the College community and for the entire community to see the exceptional accomplishments of Whitman students. Presentations, performances, and exhibits are the result of the academic work the students conduct while at the College. Students who submit proposals are sponsored and mentored

by a faculty member, and proposals are juried by a committee of four faculty representing the academic divisions. Presentations are organized into panels, much like the professional meetings many of these students will attend as they continue their educational pursuits: students present and, in the question-and-answer periods, must defend their work. Student performances, posters, and exhibits include opportunities for students to explain and defend their work.

Approximately 160 students present at the conference each year including nearly 30% of the senior class. The College regards the Conference sufficiently important that classes are not held on the day of the conference so that all students, faculty, and staff may attend and participate in this public display of the quality of the performances and accomplishments of Whitman students.

Academic Planning/Assessment Exercises

Since Whitman's last NWCCU accreditation, the Dean of the Faculty and the Committee of Division Chairs have conducted two Academic Planning Exercises. The first, in 1999–2000, entitled *Ideas and Opportunities for Strengthening Whitman's Academic Program*, was built on the 1997 accreditation report and on a previous planning exercise conducted in 1995. The report was a critical assessment of the academic program and identified eight recommendations to help guide planning over the next 10 years. In 2004, the Dean of the Faculty and the Committee of Division Chairs assessed the progress of the 1999–2000 *Ideas and Opportunities* document and concluded that "significant progress has been made on most of its recommendations in the four years since it was written . . ." The next Academic Planning Exercise, *Building on Excellence*, was begun in spring 2004 and completed spring 2005. This exercise, building on previous exercises, was an examination of the College's curriculum and the academic program. The process included surveys of all academic departments and programs, review by the Committee of Division Chairs, and meetings with faculty. See Standard 1 and 4.A.2, for more information on the Academic Planning Exercises.

Whitman Center for Teaching and Learning

In 2000, Whitman College, after much study, established a Center for Teaching and Learning. The Center, described more fully in Standard 4.A.3, is responsible for the orientation of new faculty and the support and development of all faculty. To that end, and among its many programs, the Center brings together faculty for discussions on important pedagogical and assessment topics, hosts speakers and

workshops on these topics, and works to support the improvement of teaching across campus. The following is a sample of sessions the Center has hosted over the past several years:

- Using Oral Communications to Facilitate the Teaching of Courses in the College's New Quantitative Analysis General Studies Requirement
- Various Ways to Teach a College Course Effectively
- Grading Practices at Whitman College
- Teaching as Educating: Looking Back at What We've Learned from Students
- The Worried Child in the College Environment
- Utilizing Student Learning Preference to Improve Teaching
- Community-based Learning Across the Disciplines
- Working with Challenging Students: Risks and Rewards
- Information Literacy in the Small College Environment
- Learning Styles: Why We Can't Reach All of the Students All of the Time
- Differences in Learning Styles: How Who We Are Makes a Difference in How We Teach
- Keeping the Lecture Method Alive, Well, and Effective in the 21st Century
- Experiences with Team-Based Learning
- Connecting Testing and Learning, the Phoenix Points Example
- Whitties and Meat Packers, an Experiment in Community Based Learning
- Teaching Diverse Groups of Students
- Teaching Portfolios for the Improvement of Teaching
- The Power of Portfolios in Improving Teaching and Learning
- Rethinking Learning Spaces at Whitman College
- Plagiarism & Academic Dishonesty
- Making Assessment Meaningful
- Now that We've Assessed, What's Next?

Most recently, the Center for Teaching and Learning received and has been administering a \$50,000 Mellon Grant for the Assessment of Student Learning.

Specific Program Review

Over the last decade, the College has conducted external reviews of several academic departments

including Psychology, Economics, and Sports Studies, Recreation and Athletics.

A formal external department review process was established in 2006, building on the College's previous external review process, to create a procedure where two academic departments or programs are reviewed each year. In the summer of 2006, a faculty task force was assembled to produce a template and procedures for such reviews. The review procedures call for the collection of self-study data, including assessment information such as evidence of student outcomes and the success of the department in meeting its stated goals. The protocols also include the administration of an alumni survey.

For each review, a three-person team of nationally recognized faculty in the specific field is brought to campus to study the department or program's self-study efforts. They produce a report that is sent to the department or program and the Dean of the Faculty. Within one year of the external review, the department must report to the Dean of the Faculty the department's progress in following up on the recommendations of the evaluation.

Also built into the external department review process is a review of the process itself. After three years, there will be a review of the external review program and protocols by the Dean of the Faculty and the Committee of Division Chairs.

In anticipation of the program of external reviews of academic departments and programs, the Center for Teaching and Learning brought in two consultants in spring 2007 for a two-day workshop on departmental assessment. In addition to giving two formal presentations to interested faculty, the consultants also met with individual academic departments and programs to discuss the ways in which they might effectively assess their programs.

Alumni Satisfaction

Alumni satisfaction at the College is high. A recent Alumni Survey of the graduating classes of 1985, 1995, and 2000 showed high levels of satisfaction. When asked about their overall undergraduate experience, 99.2% expressed satisfaction, including 80.9% who said they were "very satisfied." In addition, 95.6% said they would encourage others to attend Whitman, including 85.6% who "definitely would" do so.

Specific aspects of college life received near universal (98% and higher) satisfaction ratings from alumni, with a substantial percentage indicating they were

"very satisfied" (as opposed to "generally satisfied"): quality of teaching (79%), sense of belonging (76%), contact with faculty (74%), residence life (68%), and social life (63%). Also, 83% of alumni said their intellectual growth was enhanced "greatly" while at Whitman, and 76% said their personal growth was enhanced greatly.

In addition to general satisfaction, alumni report that Whitman enhanced key areas of growth that are important in their current personal and professional lives. These include key liberal arts outcomes such as "Think Analytically" and "Write Effectively." On the 2006 Alumni Survey of the graduating classes of 1985, 1995, and 2000, 83% of survey respondents marked "enhanced greatly" for each of these items.

Analysis and Appraisal

In 2006, the Associate Dean of the Faculty position was changed from part-time to full-time. In part, that change was made to respond to the institution's desire to coordinate and sustain ongoing assessment activities by coordinating them from one office. As part of that strategy, beginning summer 2007, the current Assistant Director of Institutional Research will become the Director of Institutional Research and will report to the Associate Dean of the Faculty. (The current Director is the Registrar of the College who will no longer hold that title.) The Associate Dean also will serve as the liaison for all external reviews of departments and programs and will continue to serve as the Accreditation Liaison to the Northwest Commission on Colleges and Universities. The Associate Dean of the Faculty chaired the committee that produced Whitman College's 2007 NWCCU self-study report.

The reorganization of the responsibilities of the Associate Dean of the Faculty will aid the College by locating all its assessment activities into one office with responsibility to monitor, coordinate, and evaluate those activities. For example, the College has an active Office of Institutional Research, but there was not always a coherent plan for where all the data went or what to do with it. The Assistant Director dutifully wrote excellent reports, but those reports sometimes lacked a central destination. With the Director of Institutional Research reporting directly to the Associate Dean of the Faculty, reports and analyses from that office will be coordinated more easily and more efficiently with other assessment activities, including the external reviews of departments and programs, the Academic Planning Exercises from the Dean of the Faculty's office, assessment activities conducted in individual departments and programs, and any

assessment strategies created by the new Committee on Outcomes Assessment.

The use of survey data such as the Higher Education Data Sharing Consortium (HEDS) Senior Survey and National Survey of Student Engagement (NSSE) demonstrates that Whitman students are leaving the College with educational skills that correspond with the goals of the College (see inset box).

The National Survey of Student Engagement (NSSE) is an excellent tool for gaining a student perspective on their experiences at Whitman College and addresses questions such as what academic, intellectual, and social experiences students regularly have, how are these experiences related to what students learn, and how are these experiences related to student satisfaction. As a small, residential liberal arts College, Whitman expects its students to have certain experiences, and the College expects those experiences to contribute to students' intellectual and personal growth — and to encourage “creativity, character, and responsibility.” NSSE provides insight into the extent to which the College is meeting its liberal arts mission.

Information obtained from instruments such as HEDS and NSSE have provided the College with the feedback necessary to make changes to the educational programs of the College. For example, the 2005 NSSE results indicated that Whitman scored above its select peer institutions in whether students would re-select Whitman if they were to start over, that students' first-year experiences were “excellent,” and that Whitman provided a “supportive campus environment.” The study also indicated, however, that when comparing Whitman to a group of “highly engaging institutions,” the College scored somewhat lower in areas of “active and collaborative learning,” “student-faculty interaction,” and “enriching educational experiences.”

Based on this feedback, the President formed a *Task Force on Student Engagement* that focused on four primary concerns:

- Student/faculty/staff engagement with students — collaboration, interaction, direct contact
- Academic integration — the extent to which incoming students adjust to the academic and social demands of Whitman

A December 2006 report on the HEDS Senior Survey from the College's Office of Institutional Research concluded:

The HEDS Senior Survey provides a good tool assessing Whitman's overall educational program from a student perspective. The College can use this student feedback as an aid in making decisions that will improve the quality of life and education for future generations of students, as well as to see what areas may need improvement, or what to emphasize in the future. In general, when evaluating student feedback about educational goals, it is important to keep in mind the education mission of the College. Because of our education mission and general studies requirements, it is expected that many students will not improve much in learning a foreign language, but it is expected that many students will improve in their ability to think analytically and logically. In that sense, the College appears to be doing what it claims to do.

- The overall design of the first-year program — the relationships among various structures and functions, e.g., whether the academic advising program provides consistently high quality advice
- Student satisfaction — the extent to which Whitman meets or exceeds students' expectations in significant areas, e.g., academic expectations vs. actual academic demands

The Task Force's recommendations were instrumental in informing the revision of the 2007 spring new-student orientation and the forthcoming 2007–2008 opening week activities (see Standard 3.D.9).

In spring 2006, the Dean of the Faculty's Office announced plans to administer the Collegiate Learning Assessment (CLA) in the 2006–2007 academic year. At the time, and in light of the upcoming NWCCU accreditation, the administration of the CLA seemed a reasonable way to add a quantifiable and global evaluative instrument to the College's collection of indirect outcome assessments, such as the Higher Education Data Sharing (HEDS) and Higher

Education Research Institute (HERI) surveys. The reaction from many faculty to this addition, however, was less than favorable. As pointed out above, in many ways the culture of the College favors a strong tradition of both qualitative and quantitative outcomes. Many faculty argued that instruments such as the CLA attempted to quantitatively measure outcomes that are not inherently or easily measurable. Students' abilities to "analyze, interpret, criticize, communicate, and engage," as well as students' subject matter competence, could more adequately be assessed, and evidence more readily obtained and evaluated, they argued, through the assessment of student performance on papers and examinations; on student participation and engagement in labs and on field trips and in the classroom; and in the final culminating educational experience — the Senior Assessment in Major.

Faculty also argued that too much emphasis on "accountability," as opposed to "assessment," could have a chilling effect on the overall curriculum by forcing standardization and goals limited to quantitatively demonstrable outcomes. The idea that the CLA would result in comparability scores indicating some vague notion of "value added" across the nation's institutions of higher education was antithetical to their conceptions of what liberal arts education should be. The faculty supported instead the establishment of a local and Whitman-specific outcome assessment strategy to complement the work they and the Office of Institutional Research were already doing.

In a strong demonstration of faculty governance, and in a spirit of compromise, the faculty supported a one-year administration of the CLA and the establishment of a representative faculty committee to study "outcomes assessment for the non-major components of the Whitman education."

The faculty of Whitman College define themselves, in large measure, as being part of an institution and a tradition that promotes intellectual rigor and academic excellence. The student/faculty ratio at the College is low; classes tend to be small. Teaching is highly valued, and faculty hold fast to a tradition of close personal interaction with, and mentoring of, their students. Although "outcomes" is not part of the lexicon of most faculty, clearly what they do, day-to-day and long-term, is assess outcomes — they assess the performance of their students and the adequacy of their programs to produce students who can "analyze, interpret, criticize, communicate, and engage." And based on those outcomes, they manage

and modify the curriculum of their courses and the curriculum of their departments, programs, and majors.

The College engages in a great deal of assessment of its students and its educational programs. This assessment is demonstrated in:

- The multiple ways in which student performance is evaluated in general education courses, electives, and academic majors
- The depth and breadth of surveys and demographic analysis conducted by the Office of Institutional Research
- The degree to which departments monitor and modify their curricular offerings and the requirements for their majors based on student evaluations and performance
- The major revision of the general distribution requirements (see section 2.C.1-3) and the modification of the Core curriculum (see section 2.C.1-3)
- The program of external reviews of all academic departments and programs
- The multiple ways, by multiple faculty, that students are evaluated in the process of their Senior Assessments in majors

As the Dean of the Faculty's Office restructures, in part, to keep ongoing educational assessment an integral part of its planning processes, it will be the task of the Associate Dean of the Faculty, in conjunction with the Director of Institutional Research and the appropriate faculty committees and the faculty as a whole, to develop new and innovative ways to continue to assess the educational excellence of the College while remaining true to its liberal arts traditions of personal interaction and mentoring of students.

Projection

The Associate Dean of the Faculty's role will continue to be defined, particularly with the new Provost and Dean of the Faculty taking on her duties in 2007. Many of the Associate Dean's responsibilities will deal with ongoing, continuous assessment and the coordination of College academic assessment activities.

The work of the Director of Institutional Research will become more integrated into the overall assessment activities of the College through the new reporting structure.

The Committee on Outcomes Assessment will continue to explore additional ways to evaluate the effects of the general studies program and the aggregate of a Whitman education.

The College plans to have every academic department and program externally reviewed over the course of the next decade.

The Dean of the Faculty and the Committee of Division Chairs will continue to evaluate the curriculum and academic program of the College on a regular four- to five-year cycle.

Undergraduate Program (2.C.1–3) and Policy 2.1

As a liberal arts institution, Whitman College is “committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education . . . through the study of humanities, arts, and social and natural sciences.” This charge from the College’s Mission Statement drives the composition of the College’s undergraduate program. Students engage a rich, broadly-based general studies curriculum. They major in a specific discipline. They have the opportunity to select from a diverse offering of elective courses in which to satisfy their own intellectual curiosity or complement their other studies.

The General Studies Program at Whitman College plays a central role in the overall academic program of the College. The General Studies requirements support the other elements of the academic program in two fundamental ways: first, by providing students with the basic skills they must employ in all their subsequent work at the College; second, by exposing students to subject matter that informs and enriches their studies in their chosen discipline. General education supports the mission of the College by improving students’ abilities to “analyze, interpret, criticize, communicate, and engage” in a variety of disciplines — skills that will be developed in depth in whatever area of study they choose as a major.

The General Studies Program consists of two facets. The first facet is the first-year, year-long course, *Antiquity and Modernity* (commonly known as “Core”), which is a revision from the original three-track Core program begun in the early 1980s. The current Core, *Antiquity and Modernity*, begun in 1993, is taught in small sections of approximately 16 students and is required of all students, including transfer students with fewer than 58 credits, during their first year at the College. In the spirit of the liberal arts, and as a way to model the importance

of well-roundedness and life-long learning, Core is taught by faculty from all disciplines across campus.

The goals of *Antiquity and Modernity* are to develop skills in the crucial areas of writing, critical analysis, close reading, and listening and contributing to a discussion that makes forward progress on substantive issues. To facilitate the acquisition of these skills, students work together concentrating on extensive reading, in-class analytical discussion, and intensive writing in the context of a course that introduces students to selected texts from the Western intellectual tradition.

The College’s Distribution Requirements, the second facet of Whitman’s general education program, are intended to provide:

- Disciplinary breadth and perspective to allow exposure to the diversity of knowledge
- Integration of subjects to demonstrate the interrelatedness of knowledge
- A community of shared experience to encourage informal continuation of education beyond the classroom
- A context and background for further study in the many areas appropriate for a well-educated person

The current distribution requirements mandate that students take six credits, which, in practice, most often translates into two separate four-credit courses, in each of the following areas:

- Social Sciences
- Humanities
- Fine Arts
- Science, including at least one course with a laboratory component

Students must also take:

- One course of at least three credits in quantitative analysis
- Two courses, of at least six credits, in “Alternative Voices” — courses focusing on the nontraditional western world view

The current set of distribution requirements were implemented fall 2002 after a year-long self-study by the General Studies Committee. The study included an examination of the general distribution requirements of 38 similar institutions, along with surveys and interviews of faculty. Although General Studies was considered a strong program at the time, the committee’s self-study concluded that the then current system was too complex and too discipline specific and, detrimentally, allowed students to opt out of one of the areas of study (most often the physi-

In the rationale for changing to the current system of distribution requirements, the Committee wrote:

Our mission statement asserts that “Whitman’s students develop capacities to analyze, interpret, criticize, communicate and engage” material through “the study of humanities, arts, and social and natural sciences.” In accord with this statement and recognizing the importance of all of these elements of a liberal arts education, the General Studies Committee concluded that it makes sense to establish distribution areas that fall mainly within the Divisions. This proposal would ensure that all students are exposed to the broad areas of information and methodologies represented by the Divisions . . . while allowing students free choice of the specific disciplines they wish to explore within the Divisions.

In summary, this proposal addresses several features of the present system of distribution requirements that are seen by many faculty members as problematic and does so in a way that is in accord with the stated mission of the College to provide a “well-rounded liberal arts and sciences undergraduate education.”

cal science and math requirement), thus essentially limiting their exposure to the broadest range of liberal arts subjects (see inset box).

The specific courses that satisfy distribution requirements are quite fluid — changing year-to-year along with the College’s current course offerings. This allows students great flexibility in selecting courses to fulfill their general distribution requirements. When new courses are proposed through regular faculty channels (see Standard 6.D), the proposals must specify the general distribution area, if any, into which they fall.

In fall 2005, the General Studies Committee was charged by the Dean of the Faculty to assess the General Studies Program of the College, with particular emphasis on Core. To that end, the Committee surveyed approximately 900 students and sent open-ended questionnaires to the entire faculty. Faculty responses were treated anecdotally — the committee

primarily looked for trends — whereas the results from the student survey were treated more formally and quantitatively. Results of the student surveys demonstrated that *Antiquity and Modernity* was succeeding in its goals of developing skills in the areas of writing, critical analysis, and listening and contributing to a discussion. Students also reported that the course was beneficial in aiding them in subsequent coursework. **Figure 2.14** shows the result for the *Antiquity and Modernity* portion of that survey.

Taking into account student and faculty feedback, the evaluation did, however, uncover three concerns. Students expressed some reservations about the quality of instruction across the typically 25 sections of *Antiquity and Modernity* taught concurrently each semester. This was seen less as a problem of competence of the instructors themselves and more as a function of instructors having to teach outside their areas of expertise. A second concern dealt with the

Percent of Students Reporting Improvement in Reading, Writing, Listening, and Critical Analysis
(from the General Studies Program Student Survey of *Antiquity and Modernity*)

	“Strongly Agree”	“Strongly Agree” + “Agree”
This course [<i>Antiquity and Modernity</i>] improved my writing.	24%	72%
This course [<i>Antiquity and Modernity</i>] improved my ability to read and analyze texts.	25%	78%
This course [<i>Antiquity and Modernity</i>] improved my ability to participate in class discussions.	22%	66%
The materials studied in this course [<i>Antiquity and Modernity</i>] were useful to me in other coursework.	22%	70%

Figure 2.14

writing component of the course, and the “lack of time or expertise dedicated to helping all instructors offer excellent instruction in writing.” Finally, there were concerns about the use of adjunct faculty to staff several sections of Core.

The student survey also asked several questions about the general distribution requirements, and again, students reported a great deal of satisfaction with the general distribution program, demonstrating that the program goals are being met. **Figure 2.15** shows the results of the General Studies portion of that survey.

On whole, the General Studies Committee concluded that the revised Distribution Requirements of the General Studies Program were working well and that there was no reason to make modifications at this time.

Although an assessment of *Antiquity and Modernity* is conducted each year with modifications to the syllabus proposed by a Core Curriculum Committee, the occasion of the review called for by the Dean of the Faculty offered the General Studies Committee the opportunity to propose more sweeping changes based on the information cited above.

In April 2006, the General Studies Committee made a series of recommendations for modifying the structure and operation of the General Studies Program. Their recommendations included:

- The elimination of all contractual obligations for participation in Core (some faculty have a commitment to teach in the Core written into their contract)
- A possible one course reduction for every four semesters of Core taught and/or an increase in the stipend paid faculty for the two preparatory seminars they attend each year

- A modification of the role of the Core coordinator to include more involvement in the staffing of Core, observing and evaluating the Core instructors, and organizing and leading the required weekly meeting of all Core faculty
- A revision in the Core curriculum to allow for more in-depth discussions of the texts and to facilitate an increase in the emphasis on writing

At present, these recommendations are being studied by the Dean of the Faculty and the Committee of Division Chairs.

All requirements for the College’s general distribution requirements and Core are published in the *Catalog of the College*, which is distributed to all students and faculty. The *Catalog of the College* also lists, each year, the specific courses that meet the requirements in each general distribution area. This list is also available to students through the Academic Resources Center.

Students receive an academic evaluation report from the Registrar twice a year that appraises them of their standings in completing their general distribution requirements. They can also access this report on the Web.

Analysis and Appraisal

All Whitman students complete a comprehensive liberal arts curriculum, one steeped in tradition and fostering an understanding both of the world from which they have come and of the world into which they will graduate.

One goal of general studies requirements in the liberal arts curriculum is to expose students to a wide range of subjects. This has been the case at

Percent of Students Reporting Satisfaction with the General Distribution Requirements
(from the General Studies Program Student Survey of *Antiquity and Modernity*)

	“Strongly Agree”	“Strongly Agree” + “Agree”
The distribution requirements adequately expose students to the three Divisions of the college: Social Sciences, Arts and Humanities, and Sciences.	21%	83%
The materials or approaches I encountered through the Distribution Requirements were valuable in other coursework.	22%	72%
The Quantitative Analysis requirement has been, or will be, valuable to me either during my work at Whitman or thereafter.	25%	54%

Figure 2.15

Whitman. Students in the class of 2006 took courses from an average of 12 academic departments or programs spread across the curriculum. On average, students took courses in five subjects from the Division of Humanities and Arts, and three each from the Division of Social Sciences and Education, and the Division of Basic Science and Mathematics.

One effect of the new distribution requirements begun in the 2002–2003 school year was that students took courses in a greater number of subjects than under the old distribution requirements. This is demonstrated in **Figure 2.16**. The table also shows that more than 95% of students in each graduating class took courses in at least 10 subjects with most students taking courses in 11 to 14 different subjects.

The change in distribution requirements also led to a significantly higher percentage of the class of 2006, the first class to graduate under the new requirements, to take physical science and math courses. If the “old” distribution requirements are applied to the class of 2006, many more filled the science and math distribution requirement, but fewer filled the old Philosophy and Religion requirement. See **Figure 2.17**.

This indicates that one objective for changing the general distribution requirements — to have

Percent of Students Filling Pre-2002 Distribution Areas

Pre-2002 Distribution Area	2001	2006
Descriptive Science	85.9%	92.7%
Fine Arts	96.1%	98.9%
History and Literature	90.5%	83.4%
Language and Writing	84.9%	81.5%
Philosophy and Religion	76.4%	60.7%
Physical Science and Math	75.1%	86.5%
Social Science	95.1%	95.5%

Figure 2.17

students take more physical science and mathematics — was accomplished by the change.

Beyond organizing Core and managing the General Distribution requirements, the General Studies Program also offers an optional continuation of *Antiquity and Modernity* titled *Critical and Alternative Voices*. The course presents students with a series of critical challenges to the Western intellectual tradition. During the 2005 review of the General Studies Program, there was some support for making *Critical Voices* a required course. However, that support was insufficient for the General Studies Committee to forward the recommendation to the Academic Council.

Number of Academic Subjects Taken Under “New” and “Old” Distribution Requirement Programs

Number of Academic Subjects	Class of 2001 — Under “Old” Distribution Requirements	Class of 2006 — Under “New” Distribution Requirements
5	0.3%	0.0%
6	0.3%	0.0%
7	1.3%	0.6%
8	0.7%	1.1%
9	2.0%	2.8%
10	5.2%	6.2%
11	13.4%	9.3%
12	22.6%	15.2%
13	19.3%	18.0%
14	18.7%	19.9%
15	6.9%	11.8%
16	5.2%	7.9%
17	2.0%	3.9%
18	1.6%	2.5%
19	0.3%	0.8%

Figure 2.16

The staffing of *Antiquity and Modernity* (Core) is challenging. To staff approximately 25 sections of the course each year, the College relies upon the contributions of both tenure-track and adjunct faculty. Of the 27 sections taught in the fall of 2006, tenure-track faculty taught 15 of the sections. Of the 12 sections in that semester taught by non-tenure track faculty, seven were taught by instructors with more than three years of service at the College. The use of non-tenure track instructors has had a positive outcome in that it has provided a partial solution to finding appropriate and meaningful employment for the spouses/partners of tenure-track faculty. The spouses/partners of several tenure-track faculty teach in Core and have excellent credentials to do so.

A study completed by the Office of Institutional Research in 2000 found that there was no statistical difference in the ratings on student evaluations in Core for adjunct and tenure-track faculty. An examination of teaching evaluations for first semester Core in Fall 2006 confirmed this trend, with adjunct faculty actually receiving slightly higher evaluations, although the differences were not statistically significant.

Another area of expressed concern deals with the interdisciplinary nature of the Core faculty. Core is difficult to teach in no small measure because it requires many of its instructors to teach outside their particular area of expertise. To aid all instructors teaching Core, Core instructors meet as a group for a week in August and a week in January to prepare materials and pedagogical strategies for the upcoming term. Small groups of Core faculty meet informally, some of them weekly, and all Core faculty communicate frequently via a listserv set up for that purpose.

Projection

The Core program remains a vital and important part of the Whitman curriculum and the general studies requirements. The role of the Core Coordinator will evolve, becoming more administrative, and will add an important evaluative element to the Core Program.

The new Provost and Dean of the Faculty will need to continue to find innovative ways to staff the many sections of *Antiquity and Modernity* with excellent, well-qualified faculty.

Although there is relative satisfaction with the revised general studies requirements, they will be reviewed periodically by the General Studies

Committee and the Dean of the Faculty's office to ensure that they continue to provide Whitman students with a broad and substantive grounding in the disciplines of the liberal arts, all the while acknowledging the importance of those voices critical of the Western canon.

Transfer Credit (2.C.4) and Policy 2.5

The College accepts credit that is academically oriented and within the tradition of the liberal arts from accredited two- and four-year collegiate institutions (see Policy 2.5). A maximum of 70 credits may be transferred from another accredited institution; credit earned from a two-year institution is limited to the first 62 credits toward a bachelor's degree.

An exception to this policy is the College's allowance of credit for selected Advanced Placement (AP) and International Baccalaureate (IB) classes and test scores, although no courses completed in the high school may count toward the College's 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, or from the College Learning Examination Program (CLEP). AP or IB courses may not be used to satisfy distribution requirements.

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, which are available from several commercial sources, 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.

Advising (2.C.5)

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 some important student advising functions are conducted through the Residential Life Office and the Office of Academic Resources (see Standard 3 for more information), 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.

When students are admitted to the College, they complete an “advising questionnaire” in late spring or early summer. The questionnaire asks students, among other things, about their academic interests, strengths, and concerns. During the summer, these questionnaires are forwarded to the Associate Dean of the Faculty, who reads each one and assigns each student a pre-major adviser, based, whenever possible, on that student’s academic interests. That adviser is almost always a tenure-track member of the faculty with at least one year of teaching experience at the College. The senior-level staff who also serve as advisers include three of the Associate Deans of Students and the Registrar. Although students may request a different pre-major adviser at any time from the Associate Dean of the Faculty, in nearly every case, students keep their same pre-major adviser until they declare a major and select a major adviser.

New students meet with their pre-major adviser during the College’s orientation week to review their pre-registration schedule, discuss the College’s plagiarism statement, and discuss general topics of interest. With their adviser’s approval, students then finalize their course registration.

In the past several years, the College has admitted about two dozen students mid-year. Some of them are first-years; others are transfers. These students go through the process described above.

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

assembled and maintained by the Office of Academic Resources.

The College’s Center for Teaching and Learning, as part of its “Talks on Teaching” lunch seminars, has incorporated topics related to advising, including, for example, accommodating students with disabilities and dealing broadly with issues of diversity and learning.

Before the end of their second year at the College, students are expected to declare an academic major. At that time, they select a major adviser from the faculty who teach in their major field. The selection is approved by the Associate Dean of the Faculty and the change is made by the Registrar.

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

Analysis and Appraisal

Pre-major and major advising is an important facet of a student’s education at Whitman. It is also an important responsibility of the faculty, considered part of teaching for the purposes of contract renewal, promotion, and tenure considerations.

On the whole, pre-major advising at the College is successful. Satisfaction with first-year advising is high with 74.7% of 2006 graduating seniors reporting they were satisfied with their first-year advising. In spring 2006, returning sophomores were asked to complete an evaluation of their pre-major advising. Below are the results from the 2006 survey:

- 221 of 254 students (88%) “strongly agreed” or “agreed” that their advisers were available when students attempted to see them
- 228 of 254 students (90%) “strongly agreed” or “agreed” that their advisers were approachable
- 214 of 254 students (85%) “strongly agreed” or “agreed” that their advisers were able to provide information about Whitman distribution requirements
- 186 of 254 students (74%) “strongly agreed” or “agreed” that their advisers were able to provide information about particular courses offered at Whitman

It is probably fair to say that many faculty place more importance on their roles as major advisers than as pre-major advisers. This is the advising that ties in closely with their teaching: they work closely with

their students in conducting research, preparing for performances or exhibitions, writing theses, and preparing for the Senior Assessment in Major. In most departments, the advising expectations are well understood, and it is easy for faculty to describe their advising roles in terms of their teaching.

Pre-major advising can be more amorphous and challenging than major advising, and the responsibilities and expectations for pre-major advisers are often less clear than those of major advising. Different students require differing amounts and kinds of guidance in their first two years at the College. Pre-major advising also is difficult because it requires advisers to understand what some consider to be a host of rather arcane rules of registration, transfer credits, requirements for certain majors, etc.

Although pre-major advising at the College is successful, as indicated by student evaluations, there is no mechanism similar to teaching evaluations to evaluate individual faculty pre-major advising. Part of the challenge is that major advising is an expectation in departments and programs, but pre-major advising is primarily voluntary. Although most, but not all, faculty agree to serve as pre-major advisers, faculty are also free to specify the number or even type (e.g., women, those interested in science, first-generation college students) they will accept.

The number of advisees each adviser is assigned also makes the evaluation of pre-major advising by individual faculty problematic. Although pre-major advisers are typically assigned between four and six new advisees each year — advisees they will lose when the students declare a major — some advisers, because of popularity, subject matter expertise, or the size of their department, may have several dozen major advisees while others may have only a few. Some faculty have so many major advisees that it seems reasonable for them not to take any new pre-major advisees or at least very few.

It appears that pre-major advising is working well at the College — at least from the perspective of students — and student evaluations bear that out. Nonetheless, the registration procedure in which new students register for all their fall term courses online over the summer has some faculty concerned about the diminished role faculty play in the initial academic experiences of new students. One of President Bridges' first initiatives was to form the *Task Force on Student Engagement* focusing on these early interactions, and a substantial part of the task force's report dealt with the question of pre-major advising. An ad-hoc *Committee on Opening Week*

Activities, composed of students, faculty, and representatives from the Dean of Student's Office and the Dean of the Faculty's Office met weekly during the fall semester 2006 to evaluate the previous year's opening week, registration, and pre-major advising. Working with survey data from entering students, faculty, staff, and parents, the Committee restructured many of the activities for opening week of fall 2007 (see 3.D.9).

Projection

The faculty advising of students will continue to be an important part of teaching excellence at Whitman College.

The current system of pre-major advising will be studied to see if it can be further improved. This will involve a holistic view taking into account the College's registration procedures and opening week activities. Although some changes have been made, an important priority for the faculty and administration for the 2007–2008 academic year will be to study ways in which to further improve pre-major advising.

Pre-major advising will continue to be evaluated each fall with a survey sent to all sophomores.

Remedial Work (2.C.6)

The College does not require developmental or remedial work for admission into the institution.

Faculty (2.C.7)

The College employs a highly qualified faculty. These individuals come to the College after a rigorous hiring procedure and are routinely and systematically evaluated. Ninety-nine percent of the tenure-track faculty have terminal degrees and no new tenure-track faculty are hired without a terminal degree. See Standard 4 for more information on the quality and composition of the Whitman faculty.

Pre-baccalaureate Vocational Programs (2.C.8)

The College offers no Pre-baccalaureate vocational programs.

Policy 2.4 Study Abroad

The number of Whitman students who study in a foreign country each year for one or two semesters is rising to nearly 50%. With one exception, the College does not administer its own study abroad programs but sends students on programs administered by national study abroad organizations, such as the Insti-

tute for the International Education of Students (IES) and Council on International Educational Exchange (CIEE). This arrangement has enabled the College to offer a wide range of academic opportunities abroad for students in spite of its relatively small size. See **Figure 2.18**.

Whitman administers a six-week intensive Chinese language program in cooperation with Yunnan University in Kunming, China, every other summer. Usually 5-10 students who have studied one or two years of Chinese language at Whitman participate in the program. The program is led by a Whitman faculty member who teaches one course related to contemporary Chinese society in Kunming, and the language courses are taught by Yunnan University faculty.

The College is a member of two consortial programs: the Associated Kyoto Program (AKP) and the Intercollegiate Sri Lanka Education (ISLE) program, which are administered jointly by Whitman and a group of other liberal arts colleges.

Whitman encourages all qualified students to participate in study abroad programs, believing that study in a foreign country is an important part of a well-rounded liberal arts education which aids students in developing strong analytical skills and the ability to communicate with others, both goals of the College's mission. The experiences gained in studying in a foreign country also "foster . . . the flexibility to succeed in a changing technological, multicultural world" (see inset box).

The study abroad programs offered to students are selected by the International Studies Planning Committee (ISPC) to complement the Whitman curriculum and to ensure that students in nearly all majors at Whitman will have at least one foreign study program that meets their academic needs.

The College's Study Abroad Office and the Director of International Programs ensure that Whitman meets all the requirements as set forth in Policy 2.4.

The purpose for study abroad is stated in the *Catalog of the College* as follows:

An understanding of a culture or region of the world other than one's own is an important part of a liberal arts education and a key to developing leaders in an increasingly interdependent global society. The Study Abroad program at Whitman College is designed to provide a range of opportunities for qualified students to study in Africa, Asia, Europe, Latin America, and Oceania.

Special Learning Activities (2.G) Off-Campus and Other Special Programs Providing Academic Credit

The College also participates in a Domestic Off-Campus program affiliation with the Philadelphia Center, the Washington (D.C.) Semester Program, and the Chicago Urban Studies Program. Typically, Whitman students participating in this program spend one semester off campus, earning the equivalent of a semester's credits in coursework, internships, and independent study projects. Beginning in 2007-2008, this program will be administered by the Study Abroad Office in order to better coordinate all off-campus learning experiences for students.

In addition to the "3-2" program previously described in this Standard, the College sponsors a semester-long program entitled "Semester in the West." The program, taught in alternate years and open only to sophomores or above, is a field-study program in environmental studies, focusing on ecological, social, and political issues confronting the American West. Students enrolled in the program receive 16 semester credits in politics, biology, rhetoric and film studies, and an independent study in environmental studies. The course is led by a tenure-track Whitman faculty member, who teaches two of the four courses. Qualified adjuncts teach the other two courses. The program is open only to Whitman students.

Number and Locations of Study Abroad Students from 1998-1999 to 2006-2007

	2006-7	2005-6	2004-5	2003-4	2002-3	2001-2	2000-1	1999-0	1998-9
Total Number Students Abroad	179	174	176	145	146	152	133	137	137
Percentage of Whitman Juniors	45%	48%	42%	39%	41%	42%	34%	40%	41%
Abroad Full Academic Year	12	13	12	18	15	24	15	19	15
Abroad Fall Only	68	44	57	46	36	49	42	45	51
Abroad Spring Only	99	117	107	81	95	79	76	73	71
Total Student Semesters Abroad	191	187	188	163	161	176	148	156	152
Summer Only	22	13	25	10	33	25	18	14	14
Students on Affiliated Programs	138	141	152	121	116	122	115	114	115
Students on Non-Affiliated Programs	42	33	25	24	32	31	18	23	22
Percentage on Affiliated	77%	81%	86%	83%	78%	80%	86%	83%	84%
Percentage on Non-Affiliated	23%	19%	14%	17%	22%	20%	14%	17%	16%
Students in Euro/Australia/ N.Z.	105	107	122	107	117	117	103	94	99
Students in Asia/Latin America/ Africa	78	68	57	39	32	37	30	43	38
% Euro/Australia/N.Z.	57%	61%	68%	73%	79%	76%	77%	69%	72%
% Asia/Latin America/Africa	43%	39%	32%	27%	21%	24%	23%	31%	28%

Figure 2.18

Standard Three — Students

One of Whitman College's great strengths is the quality and comprehensiveness of its support for students outside the formal classroom. The mission of the College states clearly that Whitman is a "residential" College and that it "offers an ideal setting for rigorous learning and scholarship and encourages creativity, character, and responsibility."

Whitman offers students an "excellent, well-rounded liberal arts and sciences undergraduate education" through its formal curriculum. Much of what students learn at the College, and the environment in which they learn it, is augmented and supported by the student services professionals at the College.

The recently revised Student Services Mission Statement is closely aligned with the mission statement of the College:

Student Services at Whitman College creates programs, activities and opportunities that place students at the center of the learning experience. The department encourages engagement, teaches personal responsibility, embraces diversity, facilitates leadership development, advocates service, seeks collaboration with the academic community, and promotes reflection, all in a variety of learning contexts.

This approach fosters community building, personal growth and intellectual development, and helps students discover their passions while pursuing a healthy, balanced life.

The College's commitment to the quality of the co-curricular program is found in its Strategic Plan using *Goals, Objectives, Strategies, and Tactics*. The third objective (of six) in the 2006 Strategic Plan is to "Enhance the integration of the co-curricular program into the academic program." Strategies to accomplish this objective include:

- Better integrate athletics into the overall mission of the College
- Improve co-curricular programs that enhance student learning and that are integrated into the academic program
- Improve First-Year Programs

Whitman provides students with a wide array of offices and resources from which to enrich and assist in their Whitman education:

- Academic Resource Center
- Admission Office
- Athletic Facilities and Programs
- Bon Appétit (food service)
- Business Office
- Campus Activities Board
- Career Center
- Center for Community Service
- Counseling Center
- Dean of the Faculty Office
- Dean of Students Office
- Disability Services
- Financial Aid Services

- Grants and Fellowships Office
- Harper Joy Theater
- Health Center
- Instructional Multimedia Services
- Intercultural Center
- Language Learning Center
- Outdoor Program
- Penrose Library
- Registrar's Office
- Reid Campus Center
- Residence Life and Housing Office
- Scheduling and Events Office
- Security Office
- Sexual Harassment Officer
- Sexual Misconduct Response Network
- Sheehan Gallery
- Student Activities Office
- Study Abroad Office
- Technology Services
- Writing Center

In addition, students have a wealth of student clubs, organizations, and recreational opportunities in which they may participate. The Associated Students of Whitman College (ASWC), the College's student government organization, sponsors nearly 70 clubs and organizations as well as a small sorority and fraternity Greek system. The College sponsors many club, intramural, and varsity sports programs.

Purpose and Organization (3.A)

Organization of Student Services (3.A.1)

The organization and staffing of Student Services provides Whitman students with a secure and supportive community consistent with the residential, liberal arts mission of the College. The Dean of Students administers five areas, which are overseen by individual Associate Deans of Students: Campus Life, including residential services; Academic Support; Student Programs and Activities; Health and Wellness; and Intercultural Programs and Services. Others areas of the institution offering services to students, but not under the aegis of Student Services, include admission and financial aid, which is the responsibility of the Dean of Admission and Financial Aid, and Athletics and the Registrar’s Office, which are the responsibility of the Dean of the Faculty.

Fall 2004, the Dean of Students initiated a two-year assessment of the mission and organization of Student Services. In summer 2006, after a study and analysis of current trends in student services and the creation of a new mission statement, the Student Services’ staff embarked on a reorganization of the office. The primary goals of the reorganization included better implementation of residential programs that focused on student learning and the

creation of a senior staff who would participate in all key decisions and pursue the student-centered vision of the College’s new President. This reorganization culminated in a new structure creating four Associate Deans and grouping several departments together that were formerly separate units. The new Student Services organizational structure is shown in **Figure 3.1**.

Staffing (3.A.2)

Student services employs a qualified and dedicated staff of 76 men and women. There are job descriptions for all Student Services staff, all of whom are evaluated annually by their respective supervisors. See **Figure 3.2**.

In addition to the staff listed in Figure 3.2, Student Services employs about 170 students in various capacities at any one time.

Policies and Procedures (3.A.3)

Using the Student Services mission statement as a guiding philosophy, policies and procedures for all programs under the purview of the Dean of Students are designed by the individual department heads under the supervision of the Associate Deans of Students and the Dean of Students. The objectives of the programming of each department comply with the general Student Services goals of focusing

Whitman College Student Services

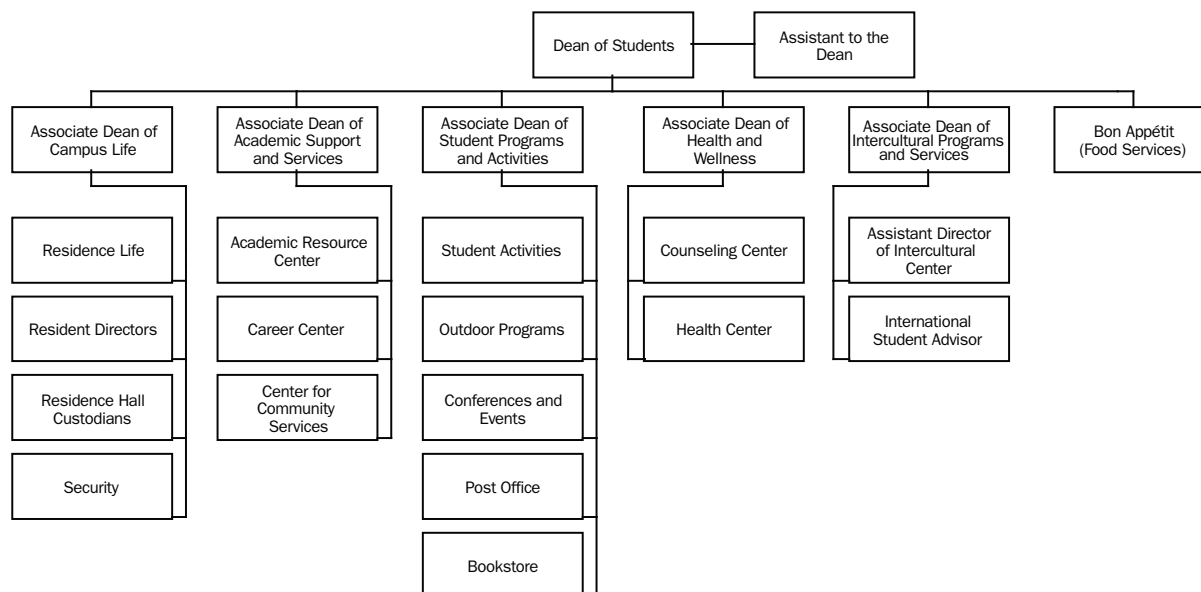


Figure 3.1

Student Services Staff Profile

	Professional	Support
Female	24	26
Male	12	14
Totals	36	40
Degrees: Ph.D., Ed.D.	2	0
MD, JD, MSW	2	0
MA, MS	12	0
ARNP	1	0
BA, BS	16	15
AA, AAS, Certificate, etc.	3	24
Years Experience in field		
None	0	0
Less than 5	10	15
5 – 10	6	12
11 – 15	3	6
16 – 20	7	1
More than 20	10	6
Full-time 9/10 months	7	3
12 months	24	29
Part-time 9/10 months	5	8
12 months	0	0

Figure 3.2

on student learning, personal growth, and development. Student involvement at every level of program development is considered essential to the success of individual programs and the achievement of the Student Services' mission and goals.

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

Resources (3.A.4)

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 Services receives ample support to provide students with "an ideal setting for rigorous learning and scholarship and encourage creativity, character, and responsibility."

In the past decade, Whitman has experienced major expansion and renovations of its facilities related to the broad areas of Student Services (see Standards 2 and 8 for details of other campus renovations). These include:

- Construction of the \$13 million, 50,000-square-foot Reid Campus Center in 2002
- \$12.4 million expansion of Penrose Library in 1999-2000
- \$10.5 million Baker Ferguson Fitness Center and Harvey Pool, completed fall 2006
- \$1.3 million relocation of the health and counseling services into the newly renovated/constructed Welty Health Center in 2006

The most significant of these changes in facilities was the opening of the College's new Reid Campus Center in 2002. This facility provided the College and Student Services both large and small programming spaces, including a ballroom/concert hall, a new, efficient café and grill, a new art gallery, office spaces for student organizations, administrative offices, a coffee house performance space, a new bookstore, and a post office and student mailbox area — all in an ADA compliant building.

Another major improvement was the opening of the Welty Health and Counseling Center in fall 2006. The construction of a new visual arts center building on the site of the old Health Center necessitated moving the old Health Center to a new location and created the opportunity to combine the Health Center with the Counseling Center.

Other changes have been more programmatic. Student Services 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, including the writing of a new sexual misconduct policy that was approved in August of 2006; 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.

Responding in 2000 to a substantial increase in the number of students wanting to participate in some type of community service project, Student Services increased the Coordinator for the Center for Community Service position from a part-time to a full-time academic-year appointment. In the last two years, Student Services has added four staff members: an Associate Director of the Academic Resource Center, and Assistant Directors of Student Activities, Outdoor Programs, and the Intercultural Center. These positions were added in response to an increase in demand for services and programs in these areas.

Analysis and Appraisal

Whitman College has a large, well-run, and dedicated Student Services organization. With the reorganization of the Dean of Students office in 2006 to facilitate a focus on student learning, and with the creation of five Associate Dean of Student positions, with responsibilities in the areas of campus life, academic services, student programs and activities, health and wellness, and intercultural programs and services, there is better communication among staff and a more collaborative decision-making process has developed.

The primary reason for the reorganization of Student Services was a change in the profession of student affairs, primarily promoted by the field's major professional organizations (NASPA, ACPA and others), who suggested that Student Services needed to begin to focus on student learning as well as collaboration with academic affairs. While Whitman's old paradigm of focusing on student development was working well, the new paradigm made intellectual sense, and Student Services staff decided to make changes in this direction — broadening how they approached their work with students and reaching out to the academic side of the College to develop new and innovative programs. Student Services has pursued this new paradigm while maintaining a focus

on individual student development and the issues therein.

The overall retention rate for the Student Services staff has been excellent. In 2004, the turnover rate was 5% compared to an overall College staff rate of 10%. In 2005, Student Services turnover was 4% compared to the College rate of 8%. There was a higher rate of turnover in 2006, 11%, compared to the College's 12% rate. This increase was primarily due to staff leaving for reasons of illness, disability, family obligations, and promotion.

The College has made considerable investments in improving physical facilities for students. The old student center was becoming inadequate for the size and quality of the College. The new facility, the Reid Campus Center, which opened in 2002, is one of the showcases of the campus. On the 2000 HEDS Senior Survey, 74.3% of graduating seniors expressed satisfaction with the old student center, including 14% who said they were "very satisfied." On the 2006 HEDS-Senior Survey, 91.3% of graduating seniors expressed satisfaction with the new student center, including 49.2% saying they were "very satisfied." The Reid Campus Center has also greatly enhanced the College's programming capabilities and has become a center of campus activity.

Over the last several years, it has been apparent that many student health issues cross back and forth between the boundaries of physical and psychological health. The combining of all health and medical services has had the advantage of offering all health and wellness activities in a single, new and modern facility. The Associate Dean of Health and Wellness oversees both the counseling and health departments, and their consolidation has led to better communication, more efficient treatment, and overall better services for students (see 3.D.12).

The athletic/fitness facilities at the College were beginning to show their age, and the College had long wanted to increase the size and number of gyms and other recreational spaces. On the 2004 College Student Survey, 69.9% of graduating seniors expressed satisfaction with campus recreational facilities. On the 2006 HEDS Senior Survey, taken before the opening of the new fitness center facility, 64.2% expressed satisfaction with campus recreation facilities. The first step in upgrading athletic/fitness facilities at the College was the completion in 2006 of the Baker Ferguson Fitness Center and Harvey Pool, a state-of-the-art fitness facility and pool. Plans for the renovation of the College's other athletic/

fitness facility, Sherwood Center, are currently being discussed.

The College is committed to the care and safety of its students and makes serious pro-active efforts to attend to this. Two important issues that affect Whitman students, and college students in general, are the deleterious effects of drugs and alcohol and the emotional toll of sexual misconduct in all forms.

About six years ago the first of a series of life-style surveys were sent to students to attempt to determine the amount of alcohol and drug use by Whitman students and to ascertain what other kinds of problems were emerging related to the use of these substances. This survey has been repeated every two years since. Based on the data collected, Student Services instituted a social norms alcohol program that educates students about what the actual drinking norm is on campus.

The social norms marketing program is primarily targeted at students who use little or no alcohol as a way to confirm and reinforce their low risk use of alcohol. Acknowledging that this tactic does not aid students who consume alcohol in a high risk, unsafe manner, Student Services developed the Brief Intervention Screening for College Students (BASICS) program. BASICS is a one-on-one intervention that uses motivational interviewing and change theory to get a student to think about how he or she uses alcohol. The referred student completes an online BASICS assessment, receives personalized feedback about his or her drinking behavior, and meets individually with a staff member in the Counseling Center or with the Health Center Director to reflect upon the results of the assessment.

Although the reported number of incidents of sexual misconduct at the College is low, this issue is perhaps the most difficult one on campus from an emotional perspective. The Sexual Misconduct Response Network, coordinated by the Associate Dean of Student Programs and Activities, serves as a single point of contact for the various resources available to help students understand sexual misconduct, the Sexual Misconduct Policy, and actions students may take if they think they have been involved in an incident of sexual misconduct. A major revision to the College's Sexual Misconduct Policy was made in 2006. One major innovation of the revised policy is that all new students are required to attend a

30-minute educational session and sign a form indicating that they have read and understood the Sexual Misconduct Policy.

To remedy the problem of lower-income students being precluded from some campus events, such as the beginning of the year Outdoor Program trips known as scrambles, the College will institute a scholarship program in the fall of 2007 to help greater numbers of low-income students participate in such activities.

The broader issue of the affordability of life at Whitman for low-income students is a concern at the College. In addition to financial aid for academic expenses, two additional funds have been established to help low-income students: a small endowment administered through the Intercultural Center and a small fund in the Dean of Student's operating budget to help students with emergency financial needs such as medical, dental, or emergency travel expenses.

Projection

Student services held an all-staff retreat in May 2007. Because there were several new or relatively new additions to the staff, the retreat focused on team-building, creating collaborations between the various Student Services offices, and exploring the answers to the question "who are our students" through presentations by several faculty members and the Director of Institutional Research.

Student Services programming will continue to focus, in accordance with its new mission statement, on becoming more integrated into the academic mission of the College. This will necessitate a close working relationship between the Dean of Students and the new Provost and Dean of the Faculty. Consistent with this collaboration, and beginning in fall 2007, members of Student Services staff along with some faculty will discuss ways to create and implement several living/learning sections in the residence halls.

General Responsibilities (3.B)

Student Characteristics (3.B.1)

The College collects a great deal of information about its students: student characteristics and needs, enrollment counts, the degree of ethnic and geographical diversity, and the academic abilities and talents of entering students.

Examples of regularly collected data include:

- Fall enrollment (demographic data)
- Retention rates
- Graduation rates
- Regularly updated enrollment projection models
- Lifestyle Choices Survey (Alcohol and Drug use)
- Senior Survey (HEDS Senior Survey)
- National Survey of Student Engagement (NSSE)
- College Student Survey (CSS)
- Cooperative Institutional Research Program (CIRP) survey of entering first-year students

The CIRP first-year survey is useful for understanding entering students' preparation for and expectations about college. The senior surveys — HEDS, the CSS, and NSSE — add to the institution's understanding of students' involvement in extracurricular activities, satisfaction with various aspects of campus life, and self-reported gains from the College's academic curriculum. Data from the CIRP survey can be linked to the HEDS and CSS senior survey data for more comprehensive analyses.

Whitman College's Academic Resource Center, as one of its responsibilities, provides reasonable accommodations and accessibility to the College's programs and activities for those students whose disability warrants some degree of assistance. Currently there are approximately 120 students who self-identify as having a physical, psychological, and/or learning disability. All students who request accommodations because of their disability meet with the Associate Dean of Academic Support Services to review their documentation and discuss possible adjustments and resources. In addition to compliance with federal and state laws, the goals of the program are to meet the needs of students with diverse abilities, to increase the students' confidence in their ability to succeed academically, and to help the students acquire coping strategies that will serve them well after college. Follow-up meetings between the Associate Dean of Academic Support Services and the students to assess the effectiveness of the

accommodations contribute to a high level of satisfaction with this program.

One effective service for students with disabilities is a student-led support group that meets each week where students encourage each other and share ideas and tips for success in college. Valuable feedback from this group helps the staff in the Academic Resource Center improve services for students needing accommodations or assistance, initiate new programs, and acquire additional assistive technology.

The Intercultural Center provides support for international and multicultural students including the orientation of new students at the beginning of each year and a host of other activities and support programs throughout the academic year. See Standard 3.D.10 for more information on the services of the Intercultural Center.

Student Governance (3.B.2)

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. Of the students responding to the HEDS 2006 Senior Survey, 12.8% reported having directly participated in student governance for at least one year. See Standards 3.D.15-16 for more information on Whitman College student government.

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 of Student Affairs, students serve on elected faculty committees including

the General Studies Committee, the Student Life Committee, and the Policy Committee.

Students' Rights and Responsibilities (3.B.3)

The Associate Dean of Academic Support Services is responsible for producing 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." Students also have the explicit right to review their educational record and to not have that record available to others without the student's permission.

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 disciplinary policies and procedures, is also available to students on the Academic Resource Center's Web page.

The residence hall staff (see 3.D.13) play an important role in educating students about College policies, rights, and community responsibilities. The staff deal with day-to-day infractions that may occur in the residence halls. Students accused of repeated violations of College policies or regulations, or who are accused of more serious offenses, must meet with the Associate Dean of Academic Support Services in her role as the College's Judicial Coordinator. Students may also be referred to the Council on Student Affairs, an elected committee of the faculty with student representation, for a formal hearing.

Like other Academic Resource Center programs, 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. Of the 45 conduct-related cases dealt with by the Judicial Coordinator in 2005-2006, 26 resulted in informal hearings and three in formal hearings adjudicated by the Council on Student Affairs.

The number of students seen formally by the Judicial Coordinator for violating College policies has

declined over the past three years. The Judicial Coordinator held 43 informal hearings in 2003-2004, 31 in 2004-2005, and 26 in 2005-2006. In 2000-2001 there were 10 repeat offenders; in 2005-2006, there were three repeat offenders. It is not entirely clear what has contributed to this welcomed decline in incidents of repeated violations, but it appears from analyzing the data compiled by the Judicial Coordinator that one-on-one meetings with first-time drug and alcohol abusers has reduced the incidents of recidivism.

Safety and Security (3.B.4)

Crime statistics on the Whitman campus remain relatively stable from year to year. The primary crime that occurs on campus is misdemeanor theft and generally involves bicycles. During the 2005 school year, there was a rash of laptop computer thefts from the library. In most cases, the machines had been left unattended for a time ranging from several minutes to several days. A suspect, a non-student, was caught and prosecuted. Crimes against people, assaults and sexual assaults by strangers, are rare. The close working relationship of the security staff and the Walla Walla Police Department enables the security staff to remain aware of "problem people" in the surrounding community. Campus security is also informed of all Level III sex offenders released to the Walla Walla area.

Whitman College security offers an escort service every evening of the week during the academic year between the hours of 7 p.m. and 1 a.m. to escort students to and from any campus event or building. The Security Department hires students to fill this role. The escorts also will accompany students to their off-campus housing within two or three blocks of campus. After 1 a.m., students are escorted by the on-duty Security Officer. Student escorts also patrol campus, checking residence halls and interest houses, and observing problem areas such as bicycle racks. If the student escorts observe potential problems or suspicious activity, they notify the on-duty Security Officer via radio. Security phones, known as blue light phones, are located across campus and provide direct access to a police dispatcher.

Training for Resident Assistants and Residential Directors address safety and security issues; residential life holds joint sessions with the security officers and the Resident Directors to address topics of mutual concern.

Publications (3.B.5)

The College publishes, distributes to all students and makes available to prospective students, a *Catalog of the College* and a *Student Handbook*. These two publications are revised and updated annually for accuracy and currency and include information students need to know about academics, student life, admission and financial aid, campus culture, student organizations, Student Services' offices and resources, residential life, and the rights and responsibilities of students, including academic honesty and sexual misconduct policies. This information is also available on the College's Web site.

The College also produces a *Parent Handbook*, which is updated annually. This publication includes information on academics and student services in addition to listing resources of interest to parents such as traveling to Whitman and accommodations in Walla Walla.

The Registrar's Office also 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.

Systematic Evaluation (3.B.6)

Most of the offices in Student Services evaluate their effectiveness either through surveys or the assessment of program goals. In particular, Residence Life, Student Activities, the Counseling Center, the Health Center, and the Academic Resources Center have been leaders in evaluating their services and programs. In addition, the Counseling and Health Center, as well as the Career Center, collect data on the number of students they serve each year.

The College has administered the HEDS Senior Survey seven times in the past 10 years, most recently in 2006, to survey student satisfaction in areas of student services. In addition, the College has administered the College Student Survey twice, once in 2004 and once in 2007. The survey asks for student satisfaction on a similar set of items.

Analysis and Appraisal

The College has an exemplary Student Services program staffed by dedicated and highly qualified individuals working in the areas of academic support, student programming, residential life, health and wellness, and multicultural programming and support.

The College is thorough in its collection of information about the characteristics of its students. This allows Student Services to best utilize its staff, programs, and services. Using established and reliable surveys and close analysis of data, Whitman is able to align its services with the educational and personal needs of its students.

Each year, about 30 new students notify the Associate Dean of Academic Support Services that they have a documented disability, the majority of which are learning or psychological in nature. The retention and graduation rate for students with disabilities is higher than the College's overall retention rate — although some do take slightly longer to graduate. More than 90% of students listed as having a disability entering the College in the fall of 2001 graduated by May 2006. This high rate of retention is an indication of the success of the Academic Resource Center. Students who responded to surveys administered by the Academic Resource Center indicate a high level of satisfaction with the program.

Maintaining this level of service remains challenging. Ten years ago, 70 students received services for disabilities; in 2006 there were 127, an 80% increase. In addition, it now takes more time to accommodate students because their needs are often more difficult and demanding. For example, some students need books in an alternative format, and locating or producing books on tape, CD, or in a WORD document can be a difficult and time-consuming responsibility of the Academic Resource Center Program Coordinator. Additionally, there are more students each year attending college who have some form of autism or non-verbal learning disorder, which impacts their ability to communicate and negotiate day-to-day tasks in a small, residential campus. These students, too, require much time and attention.

Whitman security endeavors to be as proactive as possible, with the safety of all people on campus as its highest priority. Current staffing levels are sufficient to adequately patrol the existing campus, but with the construction of several new buildings during the past seven years and one currently under construction, the physical checking and securing of buildings can take the on-duty officer away from patrolling the campus and interacting with students when most needed.

Safety officers deal with a diverse group of students who are bright and motivated but who are ultimately young people subject to the same lapses of judgment of all young people. Dealing with students in crisis is the most important function of those who work in

Security, whether the crisis is of a personal nature or brought on through the use and abuse of substances. Security Officers are often the first people to contact students in distress, and there is a need to implement an ongoing training program based on dealing with people in emotional conflict and learning how to communicate with care and compassion while maintaining a safe environment.

The College is evaluating the issue of building hours and lock systems. Currently, only some of the campus buildings can be accessed via a swipe card system. The Safety and Security Office would like to see all campus buildings secured with a swipe card access system, allowing the buildings to be locked early in the evening. The system, as it is now, leaves some buildings unlocked and open to anyone who is in the area until about 1 a.m., which creates a potential security threat to people and property. The College is gradually adding card swipes to one or two buildings each year.

On the 2006 HEDS Senior Survey, 96.3% expressed satisfaction with campus safety, and an additional 4.8% marked “not relevant” for this item. Only 3.5% expressed dissatisfaction with campus safety.

The College produces numerous publications for students, parents, and prospective students. The publications are current, accurate, and professionally produced. In addition to printed publications, most of the College’s publications and other documents, reports, and general information are available on the College’s Web site. The College’s Web site is currently being redesigned to make it easier to access specific resources. The new College Web site is scheduled to be unveiled in summer 2007.

Evaluation of Students Services using the HEDS Senior Survey indicates that students are satisfied with the level of services they receive at the College. **Figure 3.3** indicates the percentage of students reporting to be “very satisfied” and “generally satisfied” with various student services on the 2006 HEDS Senior Survey.

Projection

Beginning summer 2007, the Director of Institutional Research will report directly to the Associate Dean of the Faculty. This will allow for a more efficient integration of student characteristics with assignments for faculty advising.

Percent of First-Year Students Indicating They Were “Very Satisfied” or “Generally Satisfied” with Various Services (from the 2006 HEDS Senior Survey)

Area	2006	2003	2000
Classroom/Laboratory Facilities	97.1%	95.7%	95%
Computer facilities and resources	96.5%	97.7%	97%
Computer services and support	90.8%	94.0%	90%
Library facilities and resources	95.8%	98.7%	85%
Library services	96.1%	97.4%	91%
Career services	87.6%	84.0%	85%
Counseling services	85.8%	79.4%	84%
Financial aid office	89.6%	83.1%	84%
Financial aid package	80.3%	76.7%	78%
Food services	89.3%	76.3%	75%
Student center facilities	91.3%	94.8%	75%
Student center programs	88.6%	91.2%	83%
Student health services	84.3%	76.6%	73%
Student housing	95.5%	89.1%	93%
Student financial services	93.9%	89.9%	94%
Recreation/athletic programs	92.4%	92.1%	96%
Recreation/athletic facilities	68.7%	80.1%	91%
Registrar’s office	97.4%	91.7%	92%

Figure 3.3

Student Services will continue to assist students in making good choices about their behaviors and responsibilities and deal in appropriate ways with those who do not.

The safety of students, staff, and faculty will remain a major concern of the College. In response to recent tragic national events, the College's Emergency Preparedness Group began a study to assess its ability to respond to such events should they occur.

The new College Web site to be unveiled in summer 2007 will allow greater access to information about the College and its educational programs.

Academic Credit and Records (3.C)

Award of Credit (3.C.1)

The evaluation of student learning, achievement, and performance occurs at the discretion of individual faculty members. General standards for the granting of grades and academic credit are established by the individual academic departments and programs and conform to the guidelines set forth in the *Faculty Code*. Faculty specify course objectives, methods of evaluation, and general expectations in the syllabus for each of their classes. The amount of credit awarded to students for each completed course is proposed by each department, and subsequently reviewed by the department's academic division and the Academic Council before being presented to the full faculty for approval.

Faculty members report grades for each of their students through the online Datatel Administrative Information System. The system is secure and accurate.

Evaluating Student Performance (3.C.2)

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

Degree and Non-degree Credit (3.C.3)

Whitman does not offer classes that do not bear credit. However, students occasionally complete courses at the College for which no credit is awarded (e.g., an unauthorized repeated class or more than 16 credits in activity classes), but this is noted clearly in the information section of the official transcript. Whitman indicates acceptable transfer credit from other institutions (including affiliated and approved foreign study programs) on its transcripts, but transfer credit is not incorporated into the calculation of a student's Whitman grade-point average. Whitman College does not award Continuing Education Credit (CEU) credit.

Transfer Credit (3.C.4)

Whitman's policy for accepting credit from other institutions of higher education is specified clearly in the *Catalog of the College*. In general, work successfully completed at accredited collegiate institutions is accepted for transfer credit provided it is academic in nature and is generally applicable toward a liberal arts program of study.

Upon receipt of a student's transcript from another institution, the Registrar verifies that the institution is fully accredited according to Council for Higher Education Accreditation (CHEA) standards. The course content and credits are then examined in the institution's catalog via an online subscription service (CollegeSource), confirming that the proposed transfer class qualifies as part of the liberal arts curriculum and whether the class is equivalent to any Whitman College course. This evaluation ascertains whether the proposed transfer class may be applied to major, minor, or distribution requirements or toward general degree credit only. These procedures apply to students who enter the College for the first time. Students already attending Whitman who intend to complete work at another institution during the summer or as part of an off-campus domestic or international program must submit their proposed courses to their faculty academic adviser, their major department, if applicable, and to the Registrar for approval.

Whitman maintains no articulation agreements, but rather accepts transfer work on a course-by-course basis.

Security of Records (3.C.5)

Both Admission and Registrar records are maintained via the Datatel 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 Datatel system, and the Registrar's Office ensures the security and privacy of this information to the greatest possible extent. 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. 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*.

Student Services (3.D)

Student Admission Polices (3.D.1)

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 of the 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 visitors days and an admitted students day and conducts on-campus tours and information sessions throughout the year.

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 the last four years, less than half who applied were offered admission, an admission rate that places Whitman among the 30 most selective liberal arts colleges in the United States. 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.

Figures 3.4 to 3.7 on pages 62-63 report admissions data for first-time, first-year degree-seeking students entering in fall semesters from 1997 to 2006.

Whitman College Selected Profile of the Class of 2010, August 2006

<p>General</p> <p>Applications 2,821 Admitted 1,339 (47%) Enrolled 399 First-years 369 Transfers 26 Native Speakers 3 China Sherwood Scholars.. 1</p> <p>Medians</p> <p>HS GPA3.81 College GPA (Transfers)3.39</p> <p>SAT Critical Reading670 SAT Math660 SAT Writing.....650 ACT.....29</p> <p>(SAT equiv = 1300)</p> <p>Mid 50%</p> <p>HS GPA3.59–3.95 College GPA.....3.28–3.82</p> <p>SAT CR.....620–720 SAT M.....620–690 SAT WR.....610–700 ACT.....28–32</p>	<p>Class Rank</p> <p>59% in the top 10% of their HS class (of those ranked)</p> <p>90% in the top 25% of their HS class (of those ranked; freshman only)</p> <p>Gender</p> <p>41% male 59% female</p> <p>Ethnic Diversity</p> <p>252 Caucasian..... 63.3% 50 Unknown..... 12.3% 42 Asian Americans .. 10.5% 20 Hispanic/Latinos .. 5.0% 19 Intl. students 4.7% 10 African-Americans .. 2.5% 3 Native American 0.7% 3 Pacific Islanders 0.7%</p> <p>Total ethnic diversity 19.5%</p> <p>Ethnic + international 19.5%</p>	<p>Geographic Representation</p> <p>34 States and 16 countries represented</p> <p>Top Five States</p> <p>129 Washington (32%) 63 California (16%) 59 Oregon (15%) 20 Colorado (5%) 14 Alaska (4%)</p> <p>Other</p> <p>44 students are first-generation students (11%) 54 students have a Whitman family connection (14%) 33 students are valedictorians (16% of those ranked) 20 students are National Merit Finalists (5%) 4 students were home-schooled (1%)</p>
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Figure 3.4

Admissions Report 2004-2007

	Evaluation Year (2007FA)	1 Year Prior (2006FA)	2 Years Prior (2005FA)	3 Years Prior (2004FA)
First Time Freshmen Applications Received	2935	2735	2544	2497
Admitted	1395	1290	1193	1246
Denied	1245	1445	1351	1251
Enrolled	402	369	361	390
Transfer Applications Received	104	80	99	97
Admitted	51	44	50	36
Denied	48	36	44	61
Enrolled	22	26	22	14
Readmission Applications Received	0	2	1	1
Admitted		2	1	0
Denied		0	0	1
Enrolled		2	1	0

Figure 3.5

Applicants, Offers, Enrolled, Admit Rate, and Yield 1997-2006

Year	Actionable Applicants	Offers of Admission	Enrolled	Admit %	Yield
1997	1,817	1,192	402	65.60%	33.72%
1998	1,864	1,309	409	70.23%	31.25%
1999	1,900	1,126	386	59.26%	34.28%
2000	1,948	1,169	389	60.01%	33.28%
2001	1,954	1,283	400	65.66%	31.18%
2002	2,107	1,207	408	57.29%	33.80%
2003	2,159	1,196	397	55.40%	33.19%
2004	2,497	1,246	390	49.90%	31.30%
2005	2,544	1,193	361	46.89%	30.26%
2006	2,821	1,339	399	47.46%	29.79%

Figure 3.6

GPA, Class Rank, and SAT Scores Entering Students 1997-2006

Year	Average HS GPA	Top 10% of HS Class	SAT Math	SAT Verbal	Total SAT
1997	3.8	59.0%	630	650	1280
1998	3.78	57.0%	650	650	1300
1999	3.84	62.0%	650	660	1310
2000	3.84	65.0%	640	660	1300
2001	3.85	61.4%	650	660	1310
2002	3.86	66.5%	660	670	1330
2003	3.76	62.0%	660	670	1330
2004	3.77	59.0%	660	680	1340
2005	3.75	58.0%	660	670	1330
2006	3.82	60.0%	660	670	1330

* Matriculants who are unranked or have a class rank of "unknown" are not included in the "Top 10%" calculation.

** SAT Scores are Medians

*** SAT Verbal changed to "Critical Reading" in 2006

Figure 3.7

Graduation and retention rates

The four-year graduation rate for the 2002 first-year cohort (the group of students entering as first-year students in 2002, the class of 2006), was 85.0% — the highest in the history of the College and the first time the College has had a four-year graduation rate above 80%. Based on the number of students from this cohort who withdrew from the College, the overall graduation rate for this cohort could be as high as around 92%. **Figures 3.8 and 3.9** show graduation rates from 1984-2003.

Retention rates at Whitman have increased over the last 10 years and recently have held steady between 93% and 95% for first-year retention and between 88% and 90% for second-year retention, with the 2005 fall cohort representing a slight dip in the trend. **Figures 3.10 and 3.11** show the percentage of first-year cohorts returning for their second and third years.

Student Diversity (3.D.2)

In accordance with the College’s mission “to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world,” Whitman is committed to creating an environment in which students from diverse backgrounds and circumstances learn, study, and live together in ways that prepare them to interact and relate productively and ethically with all people in their lives beyond Whitman. The College seeks

Four-, Five-, and Six-Year Graduation Rates, 1983-2002

Cohort Year	Graduating in 4 Years	Graduating in 5 Years	Graduating in 6 years
1983	48.4%	63.9%	67.7%
1984	53.4%	71.2%	73.1%
1985	61.8%	76.6%	77.2%
1986	54.3%	67.3%	68.9%
1987	58.4%	69.6%	71.2%
1988	58.6%	68.8%	72.1%
1989	58.4%	66.4%	73.5%
1990	61.1%	71.8%	73.1%
1991	60.2%	73.9%	75.2%
1992	61.6%	71.3%	73.4%
1993	70.4%	78.4%	80.1%
1994	61.2%	69.4%	70.7%
1995	67.0%	75.6%	75.9%
1996	76.8%	85.2%	86.5%
1997	73.6%	84.3%	85.3%
1998	72.1%	82.5%	83.3%
1999	78.5%	84.8%	86.2%
2000	79.7%	86.2%	88.0%
2001	79.6%	85.4%	n/a
2002	85.0%	n/a	n/a

Figure 3.8

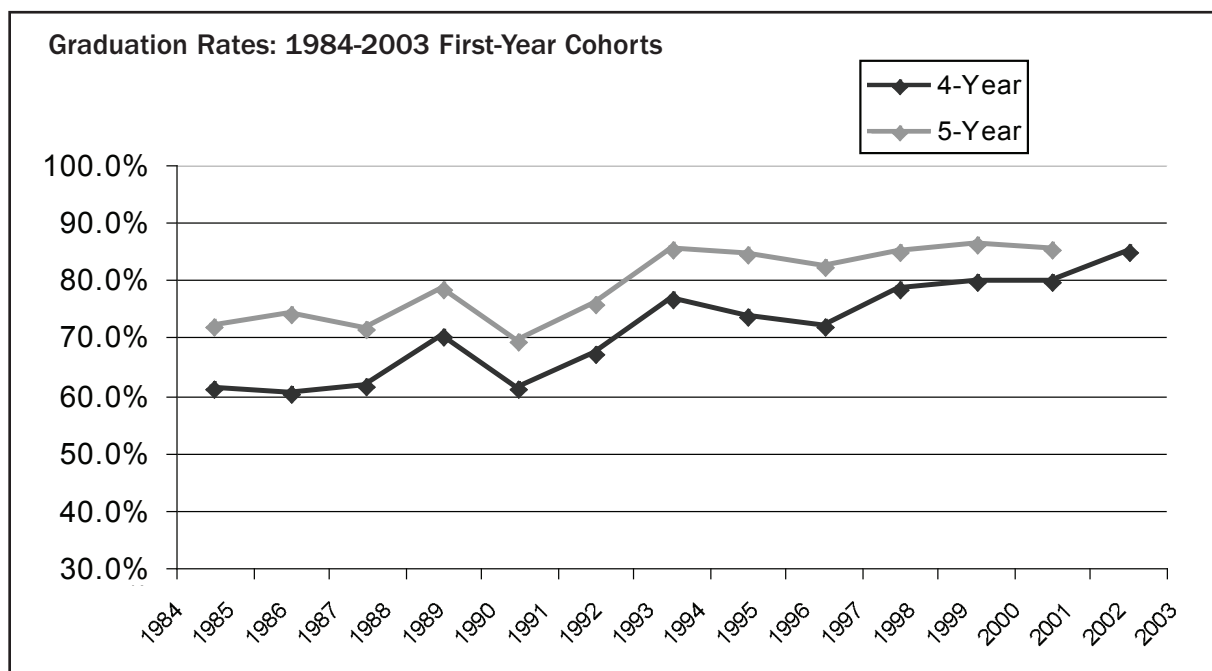


Figure 3.9

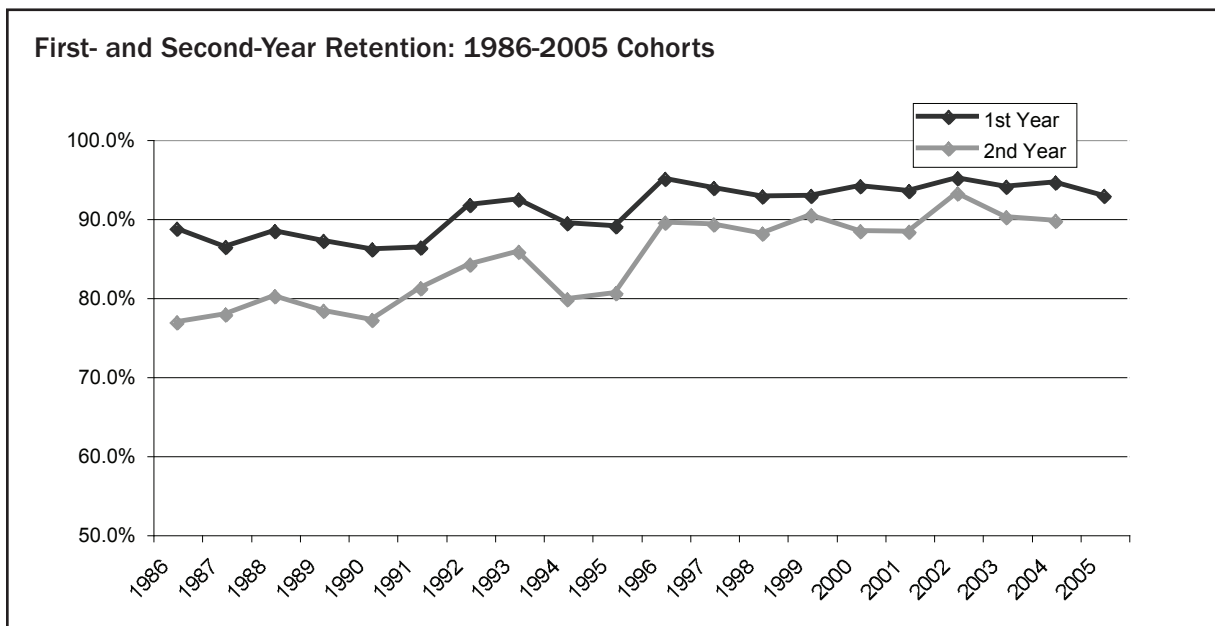


Figure 3.10

First- and Second-Year Retention Rates, 1985-2005

Cohort Year	1 st Year Retention*	2 nd Year Retention**
1985	92.3%	83.6%
1986	88.6%	76.8%
1987	86.3%	77.8%
1988	88.3%	80.1%
1989	87.1%	78.2%
1990	86.0%	77.1%
1991	86.2%	81.1%
1992	91.6%	84.1%
1993	92.3%	85.7%
1994	89.3%	79.7%
1995	88.9%	80.5%
1996	95.0%	89.4%
1997	93.8%	89.2%
1998	92.7%	88.0%
1999	92.3%	90.3%
2000	94.0%	88.3%
2001	93.4%	88.2%
2002	95.0%	93.1%
2003	93.9%	90.1%
2004	94.5%	89.6%
2005	92.8%	n/a

Figure 3.11

to attract and retain a student body that is broadly diverse, representing students from a variety of ethnic, racial, socioeconomic, cultural, religious, geographic, and gendered backgrounds.

Figures 3.12 and 3.13, page 66, summarize recent admission and enrollment data for students who represent racial and ethnic diversity and provide the racial/ethnic breakdown of the student body.

The Office of Admission has developed a number of strategies to identify and recruit racially and ethnically diverse populations of students and students from low-income backgrounds. Outreach efforts have included the addition of a staff member with a focus on the recruitment of students from underrepresented minorities, additional travel, and the establishment of partnerships with organizations such as College Horizons and the College Success Foundation. In addition, Whitman has dedicated funding and staff resources to support the Visit Scholarship Program, which allows the Office of Admission to offer an expense-paid campus visit to approximately 100 low-income and racially and ethnically diverse students each year.

Financial aid support is also used in the recruitment and retention of students who contribute to the diversity of the College. Enhanced financial aid awards are offered to most admitted racially and ethnically diverse students regardless of need. These awards are designed to meet 100% of the student's demon-

Diversity Applicant Pool History, 2002-2006

	2006	2005	2004	2003	2002
Applications	439	378	357	336	289
% of all Applications	15.6%	14.3%	13.8%	13.9%	13.0%
Admitted Students	281	252	246	229	203
% of Admitted students	21.0%	20.2%	19.1%	18.2%	15.9%
Enrolling Students	78	74	68	71	50
% of enrolling students	19.5%	19.0%	16.5%	17.8%	12.3%

Figure 3.12

strated need during his or her Whitman education and limit the amount of loans and work-study required. In addition, a select number of students who did not qualify for need-based aid, or did not apply for aid, may also receive small scholarships to make Whitman’s offer of admission more attractive.

Finally, efforts to attract and enroll a more diverse student body have been supported by recent trends at the College including:

- A curriculum that has become more “globalized” and more diverse in the past 10 years with the addition of majors in Asian Studies, Gender Studies, Latin American Studies, and Race and Ethnic Studies
- Increased staff support in the Intercultural Center and in student services areas dealing with issues of diversity
- An increasingly diverse staff and faculty and a number of initiatives conducted by the College to increase the diversity of staff and faculty

Analysis and Appraisal

Selection for admission encompasses a comprehensive and holistic review of the applicant’s materials by the Admission Committee and the Admission Office staff. The most important factors in the selection process, in descending order, are: course selection in high school; grades; writing ability as demonstrated through an analytical essay, a personal essay, and several short answer essays; involvement in school and community beyond the classroom; standardized test scores; letters of recommendations from a teacher and a college guidance counselor; and other evidence of motivation, talent, creativity, discipline, imagination, and leadership.

Race and Ethnicity of 2006-2007 Student Population

Caucasian	64.2%
Hispanic/Latino	4.7%
Black/African-American	2.2%
Native American	1.2%
Asian/Pacific Islander	9.8%
Nonresident Alien	3.3%
Unknown	14.6%

Figure 3.13

Approximately 18% of current Whitman students represent ethnic or racial diversity; another 3% are non-US citizens; and 11% are first-generation students where neither parent has a college degree.

The College has made significant strides in enrolling a higher percentage of ethnically and racially diverse students in the last four years. The number of these students’ applications has increased by 70% since 2002, and the increasing number of admitted and enrolled students has diversified the Whitman campus.

The increase in the number of ethnically and racially diverse students on campus culminates from significant long-term outreach and recruitment efforts, increased financial support, greater diversity among staff and faculty, enhanced support in Student Services, and improvements in the College overall. Over the past 10 years, the percent of diversity students on campus has risen from 11.1% in 1997 to 17.9% in fall 2006. Including international students, this percentage has risen from 13.3% to 21.2%. See **Figure 3.14.**

Minority Groups at Whitman: 1997-2006

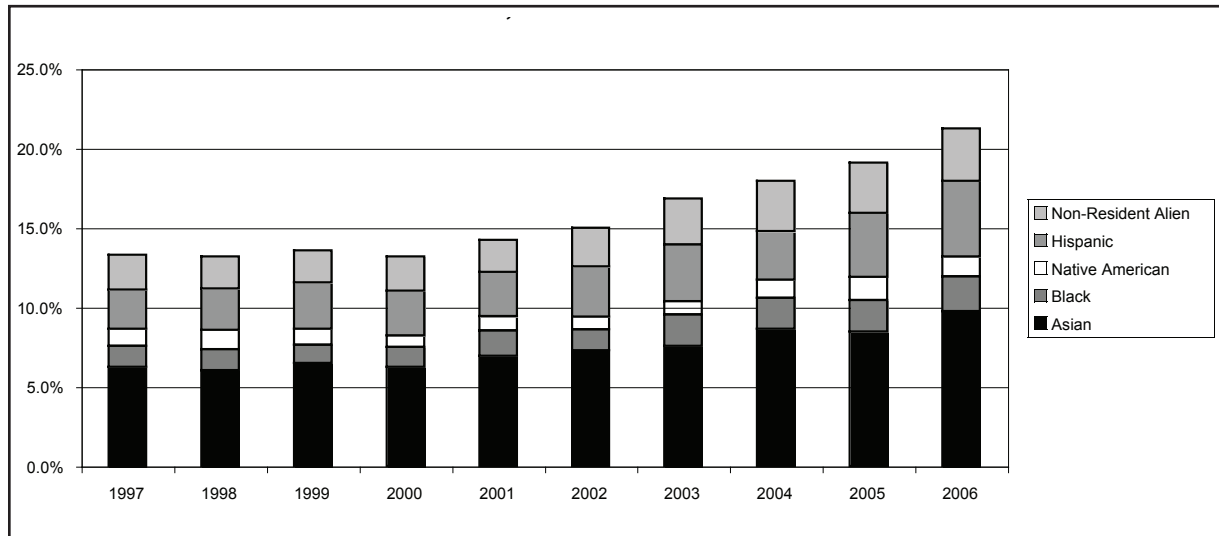


Figure 3.14

Six-Year Graduates Rates by Ethnicity: 1994-2000 Cohorts

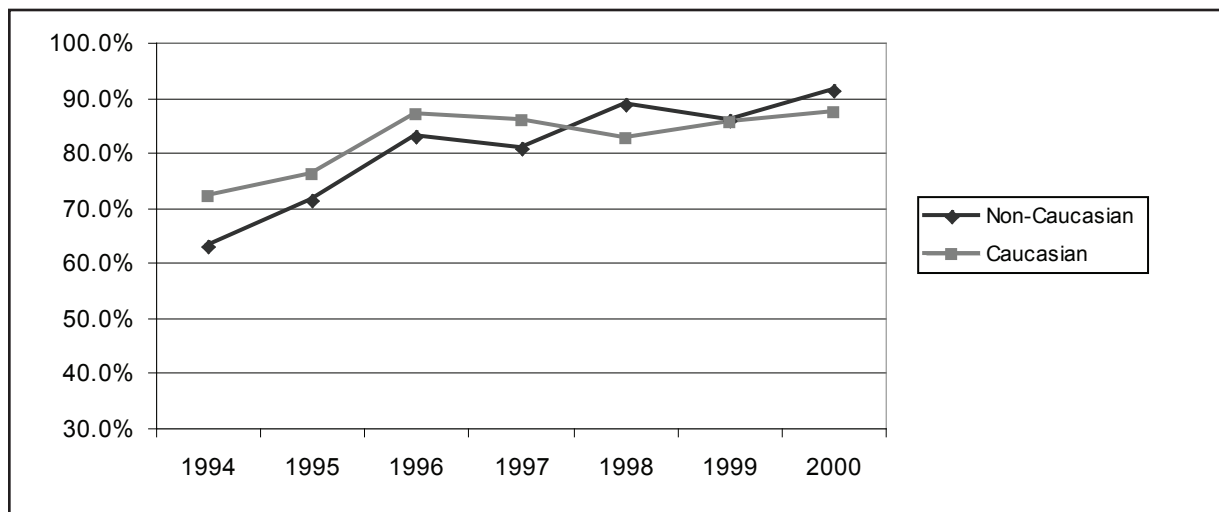


Figure 3.15

The College’s approach to recruiting a diverse student body has focused on finding students who believe that the College is a good fit for them. As a result, the graduation rates of ethnically and racially diverse students have improved and rival those of white students in recent years — an enviable record in higher education and an educationally strong outcome.

Figure 3.15 shows the six-year graduation rates for students who represent ethnic and racial diversity compared to Caucasians since 1990.

Whitman has made significant progress in diversifying the student body in the past several years. Much has been accomplished; much more needs to be done. It is clear that real progress in increasing ethnic and racial diversity on campus will be a result of a campus-wide commitment to the increased diversity of the faculty and staff, as well as the curriculum, and the creation of an environment that embraces people from different backgrounds. The Board of Trustees, the President of the College, and senior staff are committed to this goal, as are students and faculty.

Student Placement (3.D.3)

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

First-year students register for their first semester course in the summer before the fall term begins using the *Catalog of the College*, online materials, and online communications with the Registrar's Office and selected faculty to aid them in their choices. All first-year students are automatically registered into a section of *Antiquity and Modernity*, the College's required, first-year Core program (see 2.C.1-3).

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 Department of Foreign Languages requires a placement test in German, Spanish, or French for students with some language exposure in those languages. The Department also publishes guidelines for student placement in Chinese, Japanese, Latin, or Greek.

Whitman does not have an open admission policy, so "ability to benefit" does not apply.

Continuation, Termination, Readmission (3.D.4)

Academic standards are clearly explained in the *Catalog of the College*. Students are expected to maintain specified grade-point averages and enroll for a minimum number of credits each semester. Students who do not meet these requirements are referred to the College's Board of Review, which may recommend academic warning, probation, suspension, or dismissal. These recommendations are considered by the Academic Council, where their final disposition is determined.

In all cases, students have the right to appeal, and any students who have been dismissed have the right to petition for readmission. Students who are

suspended or dismissed are notified in writing that they may petition for reinstatement, contingent upon the satisfactory completion of certain academic requirements or other conditions.

The "Academic Standards" section of the *Catalog of the College* describes all the academic conditions that must be met in order for a student to remain in good standing at the institution. College policies regarding academic warnings, probation, suspension, and dismissal are listed in the *Catalog of the College*; information on maintaining good standing status and on academic difficulties also appears in the *Student Handbook*.

Graduation Requirements (3.D.5)

Graduation requirements are clearly stated in the *Catalog of the College*. Also included are clear explanations of the general distribution requirements, the residency requirement, the policy on activity credit, and the policy for transfer credits for departmental and program majors.

Information regarding degree requirements appears in the *Catalog of the College* and on the College's Web page, and is available from the student's adviser. The Registrar's Office also is available to assist students in assessing their progress toward degree requirements. Whitman College fully conforms to FERPA legislation, requiring the student's or alumnus' written signature before allowing the release of any academic information.

Beginning fall 2007, a "Student Right To Know" Web page will be located on the College Web site. Institutional information including alcohol policies, graduation rates, FERPA (Family Rights and Privacy Act), student rights, services available to students with disabilities, institutional security policies and crime statistics, and other helpful information will be included. This page will make required information easier to locate and use.

Analysis and Appraisal

Students have multiple means to obtain information about, and keep track of, the graduation requirements that pertain to them. Information regarding degree requirements appears in the *Catalog of the College* and on the College's Web page and is available from the student's academic adviser and the Registrar's Office.

The College does not have a dedicated "Student Right To Know" Web page. Information on crime statistics, graduation rates, financial assistance

awarded, etc., is available in either the *Catalog of the College* or the *Student Handbook* or on the College Web site. Finding this information, however, is at best an awkward process. Plans are in place to create a comprehensive, dedicated “Student Right to Know” Web page that will be available beginning fall 2007.

Adhering to FERPA legislation, the College has an online directory, which is publicly available, but with only limited information. Anyone at the College may opt out of being listed in the directory.

Financial Aid (3.D.6–8)

Whitman College provides a comprehensive and diversified program of financial aid that includes scholarships, grants, loans, and student employment opportunities that assist students in financing a Whitman education. The goal of financial aid is to make a Whitman education possible for talented and deserving students who may not otherwise be able to afford the costs.

Nearly \$15,300,000 was disbursed to 79% of the student body in the form of institutional scholarships during the 2006–2007 academic year with approximately \$5,000,000 of the scholarships coming from endowed sources. 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. **Figure 3.16** indicates the amount of various types of financial aid distributed to first-year students in 2006-2007.

Financial Aid Award Information

Information about the financial aid programs available at Whitman is published in the *Catalog of the College*, on the Office of Admission and Financial Aid Web page, and in *FACTS*, the Financial Aid Office’s student consumer handbook. Each of these publications and the Web page detail the different types of financial aid administered by the College and include the necessary downloadable forms to apply for financial aid. As students are admitted to the College, those who apply through the CSS Profile are sent financial aid information about scholarships, loans, and work-study opportunities. All financial aid packages include information regarding the amount of the award, information about financing a college

Type of Financial Aid Distributions

	Amount
Institutional Grants and Scholarships	\$15,283,538
Non-Institutional Grants and Scholarships	\$1,715,290
Loans (Inst. and non-Inst.)	\$2,918,706
Work Study	\$980,000
Total Aid	\$19,918,514

Figure 3.16

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.

Scholarships

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

Merit-based

The College awards scholarships to students who have demonstrated that they are deserving of a merit-based scholarship. These funds are awarded to help the College accomplish its goals of attracting and retaining bright young students that the institution believes will profit from a well-rounded liberal arts education and will contribute to the intellectual vitality and strong co-curricular life of the College. About one-third of all Whitman students receive merit-based scholarships. In 2006-2007, the total amount of merit-based scholarship awarded to Whitman students was \$4,558,466.

Need-based

Whitman College awarded more than \$10,000,000 in need-based scholarship to students in 2006-2007. Students with demonstrated need are offered both merit-based (if they qualify) and need-based financial aid to help meet the cost of their education. Ninety-four percent of the 2006-2007 incoming class with demonstrated need had that need fully met with a combination of scholarship and grant aid, loans, and student employment.

Diversity awards

Whitman has a long history of providing enhanced need-based financial aid awards to targeted students from underrepresented minorities. The

College provides these awards as a recruitment tool to increase the ethnic and racial diversity of the Whitman student body. All admitted ethnically and racially diverse students are considered for the awards, with priorities given to students who are underrepresented on campus (African-Americans, Hispanic/Latino, Native Americans). Over time, the scholarships have been awarded to a wider group of students who also contribute to the broad diversity of the campus. Students who are “difference makers” and provide diversity in terms of sexual orientation, religion, age, and cultural background (recent Eastern European immigrants, for example) are also given these enhanced awards, although the focus remains on ethnic and racial diversity. Beginning in 2004, a greater priority was given to providing enhanced diversity awards to first-generation students and low-income students from all ethnic backgrounds. Currently, the College has an ethnic diversity population of 18% and is working to increase that percentage. In the fall 2006 entering class, about 11% of Whitman students were “first-generation” students who came from homes where neither parent had earned a four-year college degree.

International Student Scholarships

Each year the College offers scholarship funds to approximately 15 international students. In most cases, the amount of scholarship, combined with a small amount of employment (\$750 for the first year) will cover the cost of a comprehensive student budget. In an age when the global community is increasingly interdependent, the perspectives that international students bring to campus enhance the educational experience for all students. Supporting international students at Whitman is an integral part of the College’s mission to provide a rigorous liberal arts education that prepares students for global citizenship. The College believes that it is important to have students from across the globe as part of the Whitman community.

PELL and ACG/SMART

During 2006-2007, 158 students received Pell Grants ranging from the minimum of \$400 to the maximum of \$4,050. The total awarded to Whitman students was more than \$410,000. The College also processed 58 ACG and SMART grants totaling nearly \$70,000 for qualified students.

Monitoring

Federal Student Aid

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, W-2 forms, and the federal Verification Worksheet. Any and all discrepancies are resolved, and the student’s aid is adjusted when necessary.

Outside Scholarship

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

Perkins Loan

The Perkins Loan Program is regularly monitored to assure that students meet the qualifications and eligibility requirements for the loan amounts requested.

Stafford Loan

Stafford Loans are disbursed to students on a 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.

Federal and State Reporting

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.

Entrance Interview

Each fall, it is required that all students receiving need-based financial aid or any other student loans attend an “Entrance Interview” with a Financial

Aid staff member. During the session, students are given information regarding their financial aid package, provided with necessary forms and deadlines, and told about the importance of re-applying for their financial aid packages on time. They are also informed about their rights and responsibilities as student loan borrowers. The students must complete an “Entrance Interview Form” and submit it at the end of the session.

Exit Interview

In the spring, all students who will be graduating with student loan debt are required to attend an “Exit Interview” meeting. Students are provided with instructions, both oral and written, about their rights and responsibilities as a student borrower, as well as the repayment options available to them during the life of their loans. They are also provided with a personalized loan sheet that lists each student’s lenders and the amounts that they owe both in total and to each individual lender.

Analysis and Appraisal

Whitman is attracting and retaining talented students. The use of the merit-based scholarship program instituted in 1993 has been an important factor in Whitman’s recent success in admission, selectivity, and retention/graduation rates. The College has seen applications increase from 1,278 in 1992 to more than 3,000 in 2007. It has also seen an increase in retention and graduation rates.

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 25% in the fall 2006 entering class.

Whitman has been able to use the additional scholarship dollars shifted from the merit-based program to improve the need-based package for all students, to continue providing enhanced financial aid awards to an increasing number of entering ethnically and racially diverse students, to extend the enhanced financial aid awards to students who will be the first in their immediate family to attend college (“first-generation students”), and to meet 100% of the demonstrated need of more students. Whitman was

able to meet 100% of the demonstrated need for more than 94% of the fall 2006 entering class. These awards have been one of the major reasons that there has been an increase in the ethnic, racial, and socioeconomic diversity of the student body (from 12-14% in 2001-2003 to nearly 18% in 2006) and in the percentage of students who are Pell Grant recipients (from 9.3% in 2000 to 11.3% in early 2007).

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. The College does not use an online service to provide students with the critical information they need regarding their student loans. Instead, students are counseled rather than simply informed and understand how to fulfill their responsibilities and obligations. High retention and graduation rates, combined with a “hands-on” approach, are factors that affect the student loan default rates, which are currently 0% for the FFELP programs, and 1.39% for the Perkins Loan program.

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. This is, in part, due to the College’s increased efforts to meet the financial needs of enrolled students.

Each year more than 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 2005-2006 school year, students earned approximately \$900,000 working on campus. The College encourages students to participate in the cost of their education, and working on campus is a simple way for students to buy books, pay for incidental expenses, and have funds for extracurricular activities.

Projection

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

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).

Orientation (3.D.9)

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

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

Fall orientation is a six-day program that occurs in August/September and involves approximately 375 new undergraduate students and 25 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 five-day program that occurs in January and involves approximately 10-30 new students, of whom about half are transfer students. The goals of each orientation are the same regardless of whether the student is a first-year student or a transfer to Whitman. For that reason, the College does not offer a separate orientation program for transfer students.

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

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

The College hosts a special two and a half day fall

orientation program for international students called “O-camp.” The goal of this “orientation-camp” is to ease any adjustment between home and college for international students. O-camp is required for incoming international students; U.S. students who have lived abroad are also encouraged to attend. Ten to 15 returning international students each year help organize and host the orientation, which is led by the International Student and Scholar Adviser in the College’s Intercultural Center.

The Intercultural Office also sponsors a fall orientation program for multicultural students, which is held shortly after students arrive on campus. Similar to the international student orientation program, the goal of the multicultural orientation program is to provide multicultural students with information and resources to ensure that their transition to Whitman is smooth and successful. This orientation program is led by the Associate Dean of Students for Intercultural Programs and Services and involves a number of junior and senior multicultural students.

The Residence Life and Housing Office also plays an integral role in the College’s new student orientation program. New students are generally required to live on-campus for the first four semesters of their time at Whitman; thus most new students are first greeted by the staff of their residence hall. The residence life staff (see 3.D.13) are responsible for various programs throughout Opening Week, including residence hall orientation meetings, parent orientation meetings and social and educational activities designed to acclimate students to both Whitman and the surrounding Walla Walla area. They also support the various programs presented by other Student Services offices during the opening week orientation activities.

Analysis and Appraisal

Whitman’s fall orientation program remained largely unchanged for the past eight years. The orientation evaluations completed by students indicated that the program met their needs and provided them with a positive transition to the College. The parents orientation program evaluations were also very good. On whole, parents left campus feeling positive about their student’s choice of Whitman College, indicating that they were confident that their son or daughter would be both challenged and supported by the institution.

Although there seemed to be little reason to change the College’s orientation program — all evaluations indicated a successful and well-received program

— the findings of the President’s *Task Force on Student Engagement* in 2006 provided an opportunity to reflect on the orientation program and suggested that the College could make a strong program even stronger. A revised orientation program was lengthened by a day and a half in fall 2006 in an effort to spread out the various activities and slow down the over-all pace of the orientation. Revised goals were articulated and orientation activities were planned that supported those goals. Academic activities such as convocation, academic departmental informational meetings, a book discussion, and an individual appointment with a faculty adviser were placed as high priority items at the beginning of the orientation to emphasize the academic mission of the College.

The decision to extend and modify the orientation program was not made until April 2006, which provided insufficient time to fully involve the campus community in these changes. This left some faculty and staff feeling less involved and invested than might be ideal. In the fall of 2006, an ad hoc Opening Week Committee comprised of students, faculty, and staff was convened by the Associate Dean of Student Programs and Activities to study and recommend further changes to the College’s fall orientation program. Reviewing surveys by incoming students, parents, staff, and faculty, the committee recommended modifications in the summer registration process, a shortened opening week, more time for new students to meet and interact with their pre-major advisers, and better information for pre-major advisers.

Whitman’s spring orientation was also changed in January 2007 to reflect the changes made in opening week activities. These included:

- January Scrambles (offered but no interest)
- A tour of downtown Walla Walla
- A session on how to break into campus life
- An increased number of evening social opportunities
- Former “January admit” students helping to facilitate social opportunities for new students, which increased the student-to-student connections

Evaluations of the spring orientation were very positive.

Projection

The recommendations of the ad hoc Opening Week Committee will be incorporated into the fall 2007 fall orientation program.

New student orientation will be thoroughly evaluated each year using data from surveys of students, parents, staff, and faculty. Changes to opening week and its programs will be made as necessary. For example, more emphasis will be placed on the importance of diversity as the campus becomes more diverse.

One goal for the fall 2007 orientation program and beyond is to ensure that the entire campus community is invested and informed regarding the opening week program.

Academic Resources and Advising (3.D.10)

Faculty are responsible for the pre-major and major advising of students (see 2.C.5). Faculty advising, however, is only one component of the overall advising and academic counseling available to students. The Academic Resource Center, directed by the Associate Dean of Academic Support Services, provides a number of programs and services designed to ensure students’ success at the College. These services include directing the Student Academic Advisers, overseeing the tutoring program, conducting individual counseling meetings with students, and working with the faculty in pre-major advising.

The Student Academic Advisers (SAs) serve as academic peer-advisers and live in the residence halls with new students. There are 15 SAs for approximately 400 new students. Selected for their solid academic and personal accomplishments, and trained extensively, the SAs’ responsibilities are to model good study habits, help new students discover effective ways to study and learn, and introduce new students to the academic culture of the College and its resources, such as the Academic Resource Center, the Writing Center, and the Library. SAs conduct a variety of programs for their students in the residence halls, including meeting with students in their living sections to get to know them better, discussing their choice of classes and the final registration process, conducting follow-up conversations with all new students at mid-semester to check on their academic progress, encouraging students to utilize the available campus resources, and conducting a program called SOS (Secrets of Success) in which they share study tips with their residents with an emphasis on goal setting and time management. SAs also meet individually with students when requested and make referrals when necessary to the Academic Resource Center.

Students who are not meeting the academic standards in one or more of their classes and/or would like to improve their grades but have exhausted other resources, such as talking with their instructors or attending department help sessions, are matched with a tutor. Tutors are junior and senior students who have demonstrated a high level of proficiency in a subject or their major field of study. Tutors are interviewed by the Academic Resource Center staff and sign an agreement that outlines the expectations of the Academic Resource Center, including confidentiality and appropriate behavioral guidelines. The number of students seeking tutors has increased every year since the program started in fall semester 2001. During the 2004-2005 academic year, 43 students received tutoring; in 2005-2006, 62 students were matched with a tutor.

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 residence hall SA, 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 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.

About 40% of the 650 appointments scheduled in the Academic Resource Center in the 2005-2006 academic year were for students seeking advice to improve their grades. Twenty percent of the appointments were for assistance in choosing courses, planning a schedule, and/or deciding on a major. Another 20% were appointments scheduled for students who received one or more mid-semester deficiency notices. (Instructors must file a mid-term grade report for any student receiving a grade of "D" or lower. This "deficiency-notice" is sent to the student, the student's academic adviser, and the Academic Resource Center, which contacts the student and typically makes arrangements to meet with him or her. This affects approximately 50 students each semester.)

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

The Academic Resource Center staff works with the Associate Dean of Faculty to coordinate the pre-major advising program. The Academic Resource Center staff produces a *Pre-Major Adviser Handbook* for faculty that contains information about the pre-major advising process and the expectations the College has of its pre-major advisers. Each fall, preceding opening week, the Associate Dean of Academic Support Services presents a two-hour training session for all new faculty advisers.

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

Analysis and Appraisal

Demand for the services provided by the Academic Resource Center has increased steadily over the past 10 years, and student evaluations of those services are excellent. The total number of appointments scheduled at the Academic Resource Center has risen from 376 in the 1995-1996 academic year to 650 appointments 2005-2006. The results of the 2006 spring semester "Academic Resource Center User Survey" indicate that 88% of the respondents would recommend the Academic Resource Center to a friend and that 91% would visit the center again. Given that about 10% of the appointments concern conduct violations and roughly 20% are asked to meet because of deficient academic progress, these data suggest that the Academic Resource Center is achieving its goal.

At the beginning of their junior year, students evaluate their pre-major advisers. The results of 2005 adviser evaluation survey (there was no survey conducted in 2006) indicate a high level of satisfaction with the general advising program at the College and an increase in satisfaction with the availability of advisers — from 85% satisfaction in 1998 to 92% in 2005. Despite high satisfaction, pre-major advising needs to be examined and possibly revised in light of the number of students visiting the Academic Resource Center and also by the desire of at least some faculty to be more actively involved in the initial academic experiences of new students.

The examination of pre-major advising also ties in with the President's charge to enhance the interactions between students, Student Services staff, and faculty. The *President's Task Force on Student Engage-*

ment, the recommendations of which are being studied and implemented (e.g., the revised new-student orientation program) by the Dean of Students Office and the Office of the Dean of the Faculty, include ideas about possible ways to restructure the current method of pre-major advising.

One challenge for the Academic Resource Center is the increase in the number of students communicating by email to seek advice. The staff find that it often takes longer to write an email response than it takes to communicate in person. The challenge for the Academic Resource Center staff is to respond to the increasing number of students who want face-to-face meetings and also to find time to address questions and concerns that come by way of email.

The Student Academic Adviser (SA) program has experienced a steady increase in popularity with both new students and the SAs. New students are asked mid-semester to rate their SAs' performance on 12 criteria using a five-point scale. SAs are rated, on average, a 4.6.

The tutoring program offers an opportunity for students to learn from one another through the act of teaching. The benefits are twofold: students who are struggling in a class receive individual attention and remedial help; the tutors gain teaching experience and an opportunity for valuable intellectual reflection that they can use during their senior year as they prepare for their senior assessment in their majors. Students who use tutors have expressed a high level of satisfaction with their tutors, and the tutors indicate on surveys that their job tutoring gave them an expanded understanding of their major.

Beginning in the 2006-2007 academic year, the Academic Resource Center, the Career Center, and the Center for Community Service all report to the Associate Dean of Academic Support Services. This new organizational structure resulted in a more collaborative effort to provide opportunities for students to learn outside the classroom and to expand the connection between student services and the academic mission of the College. The challenge for the College will be to encourage more collaboration between the academic and student services areas of campus so that the faculty can better understand the benefits Student Services has to offer, so that the Student Services staff can have a better understanding of the academic program, and most importantly, so that students can benefit from a more integrative and inclusive learning experience.

As a response to the increasing number of students

seeking their assistance and services, the Academic Resource Center hired an Associate Director of Academic Resources in 2006.

Projection

The College will continue to examine ways to strengthen pre-major advising.

Intercultural Center

The Intercultural Center's goal is to strengthen Whitman's intercultural community, to provide academic and social support for international students and students from historically underrepresented backgrounds, and to ensure that those students have a positive Whitman experience. Support for multicultural and international students includes the International/Multicultural Student Orientation and individual counseling, mentoring, and advising sessions to assist students with their transition to Whitman and Walla Walla and their continuing social and academic success at the College. The Center also seeks to enrich the experience of the entire student body and community by providing opportunities to engage and educate the campus as a whole on issues related to diversity, and by working together with a variety of campus constituencies to encourage ongoing dialogue between students, staff, and faculty on issues of diversity. Throughout the year, the Center sponsors workshops, speakers, programs, and cultural events that are free and open to the entire community. The Center houses a collection of books and videos related to diversity and multicultural issues and provides information about internships and scholarship opportunities. Additionally, translation services for more than 30 languages can be accessed through the Center's Language Bank.

In addition to the MECCA (Multi-Ethnic Center for Cultural Awareness) interest house (see 3.D.13 for an explanation of interest houses), there are currently 12 active diversity groups on campus, most sponsored by the student-led Associated Students of Whitman College (ASWC). They include:

- American Indian Association
- Asian Cultural Association
- Black Student Union
- Club Latino
- Coalition against Homophobia
- Feminists Advocating Change and Empowerment
- Hui Aloha
- International Students and Friends Club
- Desi Student Association
- Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) (Not ASWC sponsored)

Shalom Vietnamese Club

The Intercultural Center works closely with these groups in order to facilitate student dialogue and promote diversity and multiculturalism on campus. The Associate Dean for Intercultural Programs and Services conducts bi-weekly meetings with student leaders from each group, which is an ideal opportunity to keep track of how the members of their groups are doing and allows the students to talk about areas in which they need support.

Some programs sponsored by the Intercultural Center include:

The Tunnel of Oppression: The Tunnel is an interactive, multimedia performance exhibit designed to challenge people's thoughts, perceptions, and inner feelings on issues dealing with oppression and hate. It is offered once a year and approximately 350 people attend. An abridged version is also presented to the Whitman faculty each year. The feedback received indicates that "the tunnel" is highly valuable and educational for students and faculty.

Imagine Celebration: The Imagine Celebration is an event designed to join Whitman and the Walla Walla community in enjoying the world's music, dance, and other arts. Approximately 500 people attend.

Diversity Discussion Series: The Diversity Discussion Series involves the participation of faculty to help facilitate small, focused discussions on specific issues of multiculturalism (e.g., class and privilege, race, and international awareness) and how these issues inform the Whitman experience. The goal of the series is to foster intercultural dialogue, to bring people of all backgrounds together to think constructively and critically about multiculturalism at Whitman, and to devise solutions to increase awareness and acceptance.

Speakers brought to campus recently by the Intercultural Center included Cornel West, bell hooks, Eliot Chang, Allan Johnson, Fred Wah, Saul Williams, Winona LaDuke, Charles Wilkinson, Barry Moreno, Ambassador Hussein Hassouna, and the Zapotec Women's Weaving Cooperative.

Analysis and Appraisal

The programs and services offered through the Intercultural Center are an important component

of the co-curricular program at Whitman College. Through advising, counseling, and informal mentoring, the transition and experience of historically underrepresented students on campus are greatly enhanced. Further, retention and graduation rates are impacted positively. To date, the retention rate of ethnically and racially diverse students is 94% and the graduation rate is 86% — figures that closely match the rates for Caucasian students (see 3.D.2).

The Intercultural Center programs aid in creating a more receptive campus climate not only for international and ethnically and racially diverse students but for all students, staff, and faculty. These programs complement and enhance the academic program and mission of the College.

Projection

The Intercultural Center will continue to sponsor programming that aids in assimilating traditionally underrepresented and international students into the community of Whitman College.

A new position, Assistant Director of the Intercultural Center, will be added fall 2007 to increase student, club, and programming support.

The Intercultural Center will remain a centerpiece in the College's serious attempt to support and increase the diversity of the student body, the faculty, and the staff at Whitman College. It will continue to play an active role in the education and discussion about important issues of diversity.

Whitman College Writing Center

The Whitman College Writing Center, a drop-in center open seven days a week, provides individual peer tutoring for Whitman students who want help with their writing.

The 15 peer tutors who work in the Writing Center (all but two are juniors and seniors) are selected through an application process that includes their analysis of a student text, at least one writing sample from a Whitman class, an interview, and references from three current members of the Whitman faculty. Each tutor works between four and six hours per week.

Students who use the Writing Center can drop in without an appointment at any time the Center is open. Typically, they bring in rough drafts, outlines, or assignments to discuss with the tutors on duty. About half the papers brought to the Writing Center are assigned in the first-year Core, *Antiquity and*

Modernity. The remainder come from a variety of courses, both upper and lower division, and a broad range of professors. Students also bring in applications they are writing for fellowships, senior theses, and personal statements for graduate school.

Analysis and Appraisal

In 1998, Whitman's Writing Center was moved from its home in Olin Hall to the newly refurbished Hunter Conservatory along with the Rhetoric and Film Studies Department, the debate program, and new multimedia facilities. The move to Hunter turned out not to be an advantageous one for the operation of the Center. The Writing Center was located in the basement, which was out of the way, and felt particularly isolated late at night and weekends when students had to use a door at the back of the building to enter. As a result of a declining number of visits, the Center was relocated back to Olin Hall in 2005 and is now conveniently located in the middle of the second floor where students can drop in before and after classes. The Center is also close to the main campus computer center, where students can write papers and print drafts to bring in for feedback.

The number of students using the Writing Center has been increasing since the move back to Olin Hall. In fall 2006, 184 students used the Center.

The Writing Center has some challenges typical of any drop-in center staffed with students. Student tutors are not "little professors." They have no visible authority; they may have no expertise in the subject matter of the papers they read; they have not gone through years of training as composition specialists. They are, in fact, students, albeit excellent ones, who read and write well. Of the 10 tutors who graduated in spring 2006, one graduated cum laude, five graduated magna cum laude, and two graduated summa cum laude. The previous year, Whitman's only Rhodes scholar worked in the Writing Center as a tutor.

In addition, staff turnover at the Writing Center is high, and finding excellent replacements can be challenging. Good students who go on to graduate magna and summa cum laude are also very busy studying and writing their own papers — papers that are often due on days when the Writing Center is busiest. Because tutors work only four to six hours per week, they often do not see the same students more than once on an assignment, which is less than ideal but a reality of student staffing.

There are, of course, advantages in hiring peer tutors. Students come to the Writing Center volun-

tarily for help, and tutors can often talk to them about writing in ways that faculty cannot. They can talk about their own experience as students and writers and their own experiences with particular kinds of assignments and professors.

Projection

The Writing Center will continue to serve and tutor students.

New revisions in the first-year Core program, with a greater emphasis on writing, may well create more demand for the Writing Center's services.

The Writing Center expects student use to continue to grow now that it has been relocated in a space more readily accessible to students.

Career Center, Grants and Fellowships Office, and Center for Community Service (3.D.11)

The Whitman College Career Center assists students with comprehensive career development services, offering its services to the College's alumni as well. The Career Center helps students assess their skills, interests, and values; explore various career options; seek internships and other experiences related to their areas of interest; and prepare for a job search or graduate school application. The Career Center offers career-related programs and workshops, offers individual career counseling appointments, assists students in securing internships, serves as the clearinghouse for student employment opportunities, and provides a wealth of printed and online information and materials and resources.

Each semester, the Career Center offers workshops, speakers, and events of interest to students at every stage of their academic career. Workshops include:

- Resume Writing
- Interview Strategies
- Networking Strategies
- Finding International Employment
- "Take a Year Off — Make it Count" program
- "Whitman to the Real World" program

The Center also works to attract students from across campus and conducts a variety of outreach activities to make the greatest number of students and alumni aware of its services. Students from all majors and all areas of the campus use the Center's resources more or less equally, according to visitation counts.

During fall semester, the Career Center hosts a Graduate School Fair; during the spring semester

it hosts a Career and Internship Fair. During both semesters, the Career Center brings accomplished alumni speakers to campus to talk to students about their career paths and the connection of a liberal arts education to various careers. It also sponsors other events designed to help students make informed decisions about their future careers.

The Career Center also assists students in finding appropriate internships and sponsors two funding sources to assist students who seek internships related to their careers or academic goals. Internships are stressed as a way to develop job search skills, learn about career paths, obtain career related experience, and network with professionals. Information sessions are offered each semester that present an overview of funding sources and explain how to find and apply for internships.

Recently the Career Center accepted the responsibility for helping students find local employment. The Career Center's Web site lists employment opportunities available on- and off-campus, and students may apply for those positions online. Just before classes begin in the fall, the Career Center hosts a student job fair inviting campus and local employers to meet and interview students who are seeking employment.

While campus recruiting is minimal, each year the Career Center hosts Deloitte Consultant's Seattle office, the Peace Corps, Teach for America, Public Interest Groups, and other nonprofit employers as well as several graduate school programs. The Career Center's Web site also lists a number of job search sites that can be explored by subject area or geographic location. Vault On-Line Career Library and Career Search are additional resources that help students investigate companies, career fields, and job titles. The Center also maintains a Career Consultant Network Program database, consisting of alumni and parents of students, which is available to students and alumni. The database lists nearly 900 volunteer "mentors" who are available to share career and graduate school information. Information is updated each summer.

Finally, the Career Center maintains a large selection of publications available to students. Handout materials are available free to students.

Grants and Fellowships Office

The Grants and Fellowships Office communicates grant, fellowship, award, and scholarship opportunities to all Whitman students on a regular basis by email, posters and flyers, and the Office's Web site. The Grants and Fellowships Office offers informa-

tional sessions on the more popular grant and fellowship opportunities and works with individual students to identify grants that are suited to their particular strengths and interests. The Grants and Fellowships Adviser meets with students to offer guidance and feedback on application processes and counsels them in preparing for interviews.

The Grants and Fellowships Office had its genesis in 2003 when the Dean of the Faculty offered an adjunct instructor in the Philosophy Department a course reduction to institute a program specifically targeted toward producing Rhodes scholars. The following year, additional course reductions were granted to increase the scope of the office's activities. In 2005, the operation was moved to the Career Center, and the groundwork was begun to establish an actual Grants and Fellowships Office modeled on those in many other comparable liberal arts colleges. In 2006, the Adviser was given administrative support, and the position was increased to half time.

It became apparent that half time was insufficient to run a sophisticated Grants and Fellowships Office, and in spring 2007 a search was begun for a full-time Director, who will begin her duties in summer 2007. A full-time Director will enable the office to begin a mentoring and development process for potential fellowship recipients.

The Grants and Fellowships Office is also unveiling a new program that will connect diversity recruitment in the Admission Office to post-baccalaureate grants through collaborative research in a student's junior year. The long-range goal is to ultimately foster more diversity Ph.D.'s — perhaps some that Whitman might possibly hire in the future.

Center for Community Service

The Center for Community Service serves students interested in community service by acting as a volunteer clearinghouse and liaison between the community and the College. The goal of the Center for Community Service is to educate students about the importance of community service, to create opportunities for students to have meaningful learning experiences in community service, and to promote citizenship and public service as an integral part of a liberal arts education.

The Center provides opportunities for students to volunteer in one-on-one situations, such as the Whitman Mentor Program and the Story Time Project, and group activities such as Make a Difference Day, Service Saturdays, and Alternative Spring Breaks. The Center also works with the Community Service

House, a residential-life interest house designed for students interested in pursuing community service and promoting a service ethic on the campus as a whole.

Analysis and Appraisal

Career Center

The Career Center Director and Assistant Director had 599 individual appointments with students and alumni in 2005-2006, 50% of whom were seniors and 10% alumni. The Center has experienced an increase every year in the number of individual appointments — there were 422 appointments during 2001-2002. In addition to these appointments, the Career Center serves numerous students and alumni by phone or through responses to emailed questions.

Data from the 2006 HEDS Senior Survey demonstrate the success of the Career Center's goals. Nearly 87% of respondents indicated that they were satisfied with the Career Center's services.

Programs conducted by the Career Center are successful and reach many students. In 2005-2006, attendance at individual workshops ranged from three to 68 with a total attendance of 278. The Graduate School Fair had 214 attendees, and 326 attended the Career and Internship Fair. The 2006 Student Job Fair for on-campus or local employment attracted 383 students. Staff also conducted workshops to targeted groups such as the pre-law club, senior seminars, Greek houses, etc., reaching 726 students.

During the summer of 2006, 21 students were funded through the Whitman Internship Fund to participate in unpaid internships, and 28 students were funded through the Washington State Internship Fund. Many other students were assisted in obtaining internships that were not reflected in College funding sources.

Senior year at Whitman is intense with many students writing lengthy theses as well as preparing for oral and written exams. To address the needs of many seniors who want to take a year off following graduation, the Director of the Career Center developed a workshop called Take a Year Off — Make It Count. Working in concert with the Grants and Fellowships Office, the workshop recommends early planning to avoid a wasted year and provides multiple ideas for fellowships, post-baccalaureate internships, and other experiences that provide professional skills and career exploration. New workshops this year designed to better prepare students for post-graduation opportunities include Networking Strategies and Whitman to the Real World.

Collaboration with other offices on campus is one of the strengths of the Career Center. The Center currently collaborates on internship funding with Financial Aid and the Business Office, alumni/student networking with the Alumni Affairs office, programs for prospective students with the Admission Office, and an alumni speakers program with the faculty. The Career Center also maintains a close working relationship with the Office of Grants and Fellowships.

One challenge for the Career Center is the unavailability of academic credit for student internships. Students occasionally have had to forego internship opportunities because there is no means for them to receive Whitman credit — credit that is required by the employer as a condition of employment. The Center Director has discussed the possibility of students receiving intern credits with the Registrar and several faculty members, and has investigated how internship credit is handled at other schools.

The 2006 alumni survey revealed that a high percentage of Whitman graduates are employed in jobs related to their field of study with 36.5% responding that their current occupation is “directly related” to their undergraduate major, while an additional 45.7% responding that their occupation was “indirectly related” to their undergraduate major. The same survey indicated that a large percentage (55%) earn a graduate degree, and only 16% of alumni said they have “no educational plans beyond an undergraduate degree.”

Grants and Fellowships Office

The Grants and Fellowships Office has had great success over the past several years:

- As of spring 2007, for the 2006-2007 academic year, Whitman students had received 10 Fulbrights, a Harry S Truman Fellowship, three Humanity in Action Fellowships, three Project for Peace Fellowships, and a NIST/NSF Science Research Grant.
- The Fulbright Program has listed Whitman as one of the top 25 Fulbright-producing, Bachelor's degree-granting schools. Whitman has had 26 Fulbright scholars in the past five years.
- Whitman College was one of only three liberal arts colleges in the United States in 2005 to have students receive both a coveted Rhodes Scholarship and a Harry S Truman Fellowship.

- In 2007, a Whitman junior majoring in political philosophy received a prestigious Beinecke Scholarship for graduate study.
- Watson applications continue to be strong. The Grants and Fellowships Office consistently receives between 20 and 25 applicants each year. This year the selection committee interviewed eight students for the four available nominations.
- Students are showing an increased interest in the Barry M. Goldwater Scholarship. This year Whitman will advance four strong applications. In 2004, one Whitman student was awarded a Goldwater Scholarship. In previous years it was common to have no applicants.
- In 2005, one student won a Morris K. Udall Scholarship, and three students received honorable mention from the Udall program.
- In 2007, the first year that Whitman students were invited to apply, four Whitman students received the Humanity in Action Summer Fellowship.

Center for Community Service

The Center for Community Service's volunteer projects have become stronger over the past five years. Applications, training, and ongoing support for volunteers have increased for all programs. In 2006, 120 students served as Whitman Mentors, 32 students were Story Time Project readers, and more than 500 students participated in various one-time Service Saturday activities.

The numbers for one-time large-group projects such as Make a Difference Day and Service Saturdays, however, have been steadily dropping over the past three years. Students seem to feel more comfortable volunteering in structured ongoing programs rather than participating in more loosely constructed one-time programs. It also appears that current students prefer to be involved in programs that already exist rather than responding to untried volunteer opportunities. Students report they are less likely to volunteer for something they know little about. Discussions with other student service professionals reveal that they too have seen a similar trend in their offices. For this reason, the Center for Community Service is currently promoting fewer large group projects, focusing its efforts on implementing more structured volunteer opportunities.

An emphasis on volunteering and service learning courses is becoming increasingly popular on campuses across the country. Currently, more than

30 Whitman faculty include some form of volunteering and service/experiential learning in their courses, and the Center for Community Service has served as a resource as they design their classes and seek appropriate community projects. At this time, however, there is no formal list of these classes nor is there any formal monetary support for such programs.

Students are positive about their ability to get involved in volunteering. In the 2004 CSS survey, 86.7% of respondents expressed satisfaction with the opportunities for community service provided by the College.

Projection

The Career Center will continue to attempt to find appropriate internships for Whitman students.

The Career Center plans to collaborate with the Alumni Office to create a mechanism to better track graduates. Taking into account the fact that many students take a year or so off following graduation, a five-year post-graduation survey could provide information on graduate study and employment and provide a better indicator of results of a Whitman education.

The Grants and Fellowships Office will expand its services with the addition of a new full-time Director. This will allow the office to offer more opportunities for students to work on their interview skills, widen the range of applications for grants that are well-suited to Whitman students, draw more interest to all grants and fellowship opportunities for Whitman students, and establish a more collaborative relationship with the Career Center.

The Grants and Fellowships Office will work to implement a new program that seeks to lead minority and multicultural students toward post-baccalaureate education.

The Center for Community Service will continue to serve as a resource for courses that integrate a service-learning component into the curriculum.

The Center for Community Service will continue to develop structured opportunities for students to volunteer in such programs as the Whitman Mentors and the Story Time Project.

Health Center and Counseling Center (3.D.12)

The initial creation of a health center for Whitman College students occurred during the 1918 Span-

ish Influenza epidemic. Sherwood House, which currently serves as the residence of the president of the College, was temporarily converted from a private residence into an infirmary for ill students. After the influenza epidemic ended Whitman had no formal health services for students until the late 1930s. At that time a health center was opened in the home of a Whitman professor. The location of health services varied during the ensuing years. In the 1960s a building specifically constructed to house a health center was sited on property adjacent to what is now the new Reid Campus Center. The Welty Health and Counseling Center, which opened in 2006, is the College's newest health center.

The Whitman College Student Health Center recognizes that good health in all respects is a determining factor in the academic success of students attending college. The philosophy of the Health Center is to support the overall academic mission of the College by offering students high-quality health care delivered by well-trained and concerned professionals dedicated to the care of the whole person.

The Health Center is used often by students. **Figure 3.17** details the use of the Health Center during the 2005-2006 academic year.

Health services are available to all full-time students at no charge with the exception of charges for specific exams, procedures, medications, medical supplies, and laboratory tests. Transportation to medical appointments is available to students who do not otherwise have available transportation. Infirmary care is available for non-complicated illnesses/injuries and social/emotional needs. Clinical and infirmary care are available 24 hours a day during the academic calendar year.

Other services offered by the Health Center include physical and massage therapy services provided by therapists from Walla Walla General Hospital. A registered dietician is contracted by the Health Center to provide four hours of dietary counseling service for the student population at no charge to the students. This dietary counseling is provided on an appointment basis and is available to students during the academic calendar year.

The Director of the Health Center, an advanced-care nurse practitioner, provides neuropsychiatric pharmacological care for students with less severe neuropsychiatric disorders. She has recently completed a graduate-level course to update her skills in the provision of care for students with mental health disorders.

Health Center Clinical Visits 2005-2006

	7,068 patient encounters
Infirmiry Admissions:	494 (number of students with admit date)
Infirmiry Bed Occupancy:	667 (number of nights students stayed)
Appointments Scheduled:	221
Seen by physicians:	960
Email consults:	286
Phone consults:	214
HIV testing:	17
Insurance questions:	52
Student Transports:	255
Walk-in visits:	4,547

Not specified in the above statistics: nursing-staff encounters, Physical Therapy/Dietician/Massage visits, lab draws, and prescription-related service.

Figure 3.17

The Health Center is staffed during the academic year by a dedicated staff of qualified professionals, most of whom have worked for the College for many years. Current staff include one full-time nurse practitioner, six part-time registered nurses, one part-time licensed practical nurse, a full-time administrative assistant, and a full-time custodian.

The nurse practitioner functions under Washington State nursing law as an independent prescriber and provider of clinical health care. The rest of the nursing staff members function under Washington State nursing law as well. Provision of health care to students is provided under physician-developed and signed protocols and under review of the nurse practitioner/clinic director as well as the physician/medical director. Phone consultation is available and provided by contracted emergency room physicians at Walla Walla General Hospital; this consultation is available 24 hours a day seven days a week to the nursing staff and nurse practitioner.

CLIA-waived lab exams are also provided at the Health Center. The clinic lab is licensed annually by the State of Washington. A limited pharmacy/dispensary service is provided at the Health Center, which complies with the regulations of the Washington State Board of Pharmacy.

The Director of the Health Center reports to the Associate Dean of Health and Wellness. Health Center employee evaluations take place on an annual

basis, and student surveys are undertaken on an intermittent basis to ascertain student satisfaction with the Health Center and to elicit suggestions. Plans for an annual survey program to begin spring 2007 are being made.

The Whitman College Counseling Center was established with its current organizational structure approximately 28 years ago, in 1979, and located, until 2006, in the basement of the College's administrative building. Before that time, students needing personal counseling were either referred to the local mental health center, or counseling was undertaken by a variety of generalists within Student Services. During the academic year, the Counseling Center staff includes a full-time director with additional administrative duties, two .8 FTE counselors, and one .5 FTE counselor. The director, a licensed psychologist in the State of Washington, also serves as the Associate Dean of Health and Wellness and as such oversees the operation of the Health Center.

The three counselors are all master-level journeyman clinicians. Also on staff is a contract psychiatrist who works four hours per week and a master-level intern who works approximately 20 hours per week. The staff also includes a religious counselor, who is an ordained minister and is available as needed. There is one full-time administrative assistant for the office.

In the fall of 2006, the Counseling Center moved into the Welty Health and Counseling Center. Its space consists of six offices; reception, waiting, and conference rooms; and ADA accessible library and peer listener rooms.

The mission of the Counseling Center is to help students achieve their personal and academic potential by providing preventative and developmental programs as well as traditional therapeutic efforts. These services are provided directly to individuals, groups, and to the College as a whole.

The primary goals of the Counseling Center are to:

- Aid students in developing self-understanding
- Provide immediate response and management in times of psychological crisis
- Help prevent students' psychological difficulties from interfering with the acquisition of a liberal arts education
- Monitor the emotional climate on campus and intervene as necessary to ensure a growth-conducive environment for students

The programs and objectives that evolve from the primary goals of the Counseling Center are to:

- Make available to each student the opportunity for personal, educational, and career counseling
- Provide consultation services for faculty, staff, administration, and students in seeking resolutions of student problems
- Coordinate and/or conduct programs, workshops, group counseling, and student/staff training
- Assess the campus environment to identify mismatches between students and their environment and to initiate interventions that increase congruence
- Provide opportunities for students to function as paraprofessionals within the Counseling Center in programs such as peer listening

The staff members of the Counseling Center are evaluated each March as part of their ongoing personnel evaluation. In addition, students who have used the Counseling Center are surveyed near the end of the academic year. The results of the survey assist with counselor evaluation. Finally, each year, the records of the students who have visited the Center are examined and a "use analysis" for the Center is obtained.

The number of visits and the number of visits per individual student has risen dramatically in the past 10 years. The number of individual students obtaining counseling rose from 193 in 1995-1996 to 297 in 2005-2006. The average number of visits per individual in 1995-1996 was 4.8; that average increased to 6.2 in 2005-2006. A little more than 14% of the College's student body made use of the Counseling Center in 1995-1996; nearly 21% of the student body in 2005-2006. Despite this large increase, the breakdown of students by sex has remained consistent across the decade: women use the center at about twice the rate as men.

Analysis and Appraisal

The completion of the new Welty Health and Counseling Center facility is a step forward in promoting high-quality integrated student health care at the College. Students are now able to access their health care services in a facility where HIPAA compliance and privacy of care can be provided at a high level of service. Two dedicated exam rooms for outpatient care are available, a large laboratory allows venipuncture and immunizations to be performed in a private setting, and laboratory test materials and immuniza-

tion supplies can now be stored in areas accessible only by nursing personnel. All inpatient rooms have no more than one or two beds, compared to the previous barracks-model health center with four patient beds in most rooms; contagious students can be isolated; and students have a much quieter inpatient room in which to rest and convalesce. Perhaps the best feature of the new facility is its physical link with the new Counseling Center facility. With this new proximity of dual services, a marked improvement in the provision of collaborative care for students with neuropsychiatric disorders and counseling needs has been made.

In addition to providing care for Whitman students, the Health Center also takes a proactive role in safeguarding the health and safety of the campus community. A Campus Avian Influenza Planning Committee has been formed, and a Campus Avian Influenza Planning Protocol is being developed. A mass casualty incident exercise involving members of the Health Center staff took place in March 2007 to “fine-tune” the College’s plan for medical-care needs in the event of a physical disaster on campus.

Assuming current national and local trends continue, the Counseling Center will need to provide services for students with increasingly serious psychological problems. It is likely that in the future the College will need to provide increased psychiatric services.

In a related issue, to deal with the demand for services, the Counseling Center staff has limited students to eight sessions per semester. However, any time a therapist/counselor feels it is in the best interest of a client to extend this limit, that request has been honored. It remains to be seen how this policy will affect the average visits per client compared with previous years.

The combining of the Counseling Center with the Health Center into a single Health and Wellness Center has allowed the staff to better attend to the physical and psychological well-being of the whole patient, and it has allowed for better communication and supervision across the entire operation. Each day, there is consultation and referrals between the two units, and rather than being directed to an office across campus, students are now either walked to the Counseling Center or Health Center depending on point of origin. The subjective feeling of the staff members of both units is that the quality of service is increased because of this cooperation between staffs.

In a survey of student satisfaction taken by the Counseling Center in 2005-2006, the vast majority

of students indicated that they were satisfied with the Counseling Center’s services and staff.

The 2006 HEDS Senior Survey shows that 84.3% of graduating seniors were satisfied or very satisfied with campus health services.

Projection

The Avian Influenza Planning Protocol will continue to be refined. In addition, the Health Center will be preparing to provide free influenza immunizations to all Whitman College employees each year.

The Student Health Advisory Council (SHAC), a student health group whose purpose is to serve as a student liaison to the Whitman College Student Health Center, is expanding its role in promoting student health at the College. Three SHAC students have joined the Avian Influenza Planning Committee, adding their perspectives to the process of developing the protocol.

One of the members of SHAC will be developing a student outreach program for an HPV immunization and education program, which is currently in the planning stages.

The Health Center is working to promote a stronger collaborative relationship between the staff at the Welty Center and the pre-health profession organizations on campus.

Residence Life (3.D.13)

The Residence Life and Housing Office is organized and designed to uphold the mission of Whitman College to foster a well-rounded educational experience. Its programs are designed to promote student learning within an inclusive and safe community for Whitman students. Residence Life views learning and development as an integrated process and seeks to foster the development of life-long skills and an appreciation of life-long learning. See inset box, page 84.

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 under the age of 21 are required to live on campus at least four semesters.

Infrastructure and Personnel

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 and 11 “Interest Houses.” See **Figure 3.18, page 84.**

Interest houses are actual houses, bordering campus, where groups of four to 10 students with similar interests reside. Whitman’s interest houses include:

- Asian Studies House
- Community Service Co-op
- Das Deutsche Haus
- Environmental House
- Fine Arts House.
- Global Awareness House
- La Casa Hispana
- La Maison Française
- MECCA (Multi-Ethnic Center for Cultural Awareness)
- Tekisuijuku
- Writing House

Residence Life and Housing is the responsibility of the Associate Dean of Campus Life, who also functions as the Director of 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.

Residence Life Staff Selection, Training, and Evaluation

Resident Assistants (RAs) are current students who serve as resources and educators for the students in individual halls or houses. Resident Assistants are supervised by Resident Directors. Resident Directors (RDs) are professional staff members who are typically recent college graduates, often from Whitman, and who have experience in residence life

We believe that through the development of self-confidence and autonomy our students gain a more fulfilling academic experience. Not only that, but the residence life program assists students in becoming leaders and successful community members. Through residence life experience, students develop a sense of belonging to the larger college community. At its optimum, we believe that the residence hall experience helps maximize one’s potential for individual development, growth, and sense of community.

— from the Residential Life and Housing
Philosophy statement

and/or other student affairs. Resident Directors are responsible for the overall administration of a single residence hall or group of halls and/or houses.

The Resident Assistants undergo an intensive 10-day training in January prior to holding their positions. Training continues in staff meetings and retreats, as well as through in-services, department-wide retreats, and a fall refresher training before the opening of the residence halls. Similarly, the Resident Directors participate in an intensive training period in August before their staff’s return, as well as ongoing training throughout the year in staff meetings, retreats, and professional conferences.

Resident Life Facilities at the College

Residence Facility	Capacity	Notes
Anderson Hall	140	Mostly first-year students
Jewett Hall	180	First-year students
Lyman House	99	Mixed class
Prentiss Hall	150	All women: mixed class and houses members of 3 sororities
College House	Approx 42	Sophomores, juniors, seniors
Douglas Hall	72	Sophomores and Juniors
Marcus House	27	Mixed-class
North Hall	70	Returning and transfer students
Tamarac House	20	Students interested in outdoors activities
Interest Houses (see above)	71	
Total	871	

Figure 3.18

The Residence Life staff is thoroughly evaluated throughout the year. Resident Assistants are evaluated mid-semester during both the spring and fall semesters of their service. This process, coordinated by the Resident Directors, seeks feedback from every member of the residence hall section overseen by the Resident Assistant. Resident Directors are evaluated by residents, staff members, fellow Resident Directors, and both the Director and Assistant Director of Housing.

Quality of Life Survey

In addition to evaluation of staff, assessment of the Residence Life program is a vital component of the operation of the office. (See excerpt from the Residence Life program's *Quality of Life Survey 2006 Final Report* below.)

Custodial Staff

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

The custodians meet with residence hall staff once a week to discuss concerns about cleanliness, safety, and communication with students. They are invaluable in noticing some student problems and their timely communication with the Resident Director has been helpful.

Analysis and Appraisal

In addition to the evaluation of staff, assessment of the Residence Life program is a vital component of the operation of the office. Every two years, the Office of Residential Life administers the Residence Hall Quality of Life Survey to each individual living in a residence hall. Responses indicate that students are very satisfied with their residential life experiences. **Figure 3.19, page 86.**

The selection process for the residence hall staff is one of the most innovative programs in the Northwest. Resident Assistants are selected in October and November and trained in January to serve an entire calendar year. This departure from the more typical process of hiring for an academic year allows the selection of students who have greater institutional and life experiences (the applicant pool consists only of sophomores and juniors) and allows each hall to have trained and seasoned staff members who are prepared to serve the needs of the residents from the very beginning of the year. This also provides experienced staff members for the new Resident Directors, who are typically selected in April and begin their service in August.

As a response to current trends in higher education for intentionally designed programs that enhance and contribute to student learning, the Residence Life and Housing Office is currently embarking on a two-year program to assess the learning experiences that occur in the residence halls. The first year will consist of mapping the learning environment of the residential community and developing comprehen-

Every two years in April from 1996 to 2006, the Residence Hall Quality of Life Survey was administered to gather a comprehensive array of information regarding the satisfaction of students with their on-campus living experience and measure any changes in student satisfaction levels. The original survey consisted of 89 items. In the years 2002 and 2004 the survey was refined and reduced; beginning in 2006 the survey was combined with our staff evaluation process. The survey currently includes 86 items in the following categories: staff; programming; academic environment; residence hall policies and procedures; safety and security; facilities and maintenance; overall experience; comments; and demographics. To identify trends in student satisfaction levels, many sections of the survey were left largely unchanged.

Surveys are distributed to each individual living on campus in early April following Spring Break. To encourage a high response rate, both section and individual prizes were given out over the course of the time the surveys were being completed. In 2006, the survey was offered online for the first time. With the online format, 591 of 771 surveys distributed were returned for a response rate of 76.6%. In previous years the response rate has varied between 40% and 60% (Residence Life Quality of Life Survey Results, 2006).

— Residence Life *Quality of Life Survey 2006 Final Report*

Highlights of Findings, Residence Hall Quality of Life Survey 2006

	2006	2004	2002	2000	1998	1996
Overall satisfaction	95%	96%	95%	97%	97%	96%
Living on campus contributed to educational experience	94%	95%	95%	98%	95%	95%
Would recommend living on campus	84%	82%	84%	85%	84%	80%
Satisfaction with Hall staff (average of 14 items)	80%	83%	87%	86%	84%	85%

Figure 3.19

sive learning outcomes for the programs of the office. The second year will be devoted to fostering collaborative partnerships across campus to enhance these outcomes and developing an assessment plan for measuring the effectiveness of such outcomes. The intent is to continue the ongoing assessment of learning in the residence halls and to continue to evaluate those learning outcomes on a bi-annual basis.

The extensive programming and services of the Office of Residential Life and Housing are clearly successful. Ninety-five percent of respondents to the Quality of Life Survey reported an overall satisfaction with their on-campus living experience, while 94 percent reported that living on campus contributed to their education experience at Whitman. In addition, 84 percent of respondents reported that they would recommend on-campus living, and 80 percent are satisfied with their residence hall staff.

Projection

The Quality of Life survey will continue to be administered every two years to ensure that student issues are being addressed.

The Residential Life Office will continue to assess the development of residential learning outcomes and a positive residential learning environment.

Food Service (3.D.14)

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.

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 and vegan 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.

Analysis and Appraisal

With six total dining and espresso locations on campus, Bon Appétit provides the College with more facilities and food service capacity than is actually needed. As a result, students benefit from having smaller and more intimate dining facilities that are more conducive to forming and maintaining strong social relationships with their peers. The downside to the number of facilities, however, is that the overall campus food service program is not as labor efficient as many peer colleges and this results in higher board charges.

Bon Appétit works with students to address their concerns about the social and political issues surrounding the food supply. Bon Appétit is well regarded by students for the quality of its food, its purchasing from local farmers when possible, and its focus on sustainability. Students are quite satisfied with the overall value and level of service that they experience.

In periodic student surveys done by Bon Appétit, between 60% to 75% of students give ratings of “average,” “above average,” or “excellent.” In the 2006 Senior Survey, 89.8% of respondents were satisfied with Bon Appétit’s food service.

Projection

It is expected that Bon Appétit will continue to listen to input from students and make progress in integrating more local and sustainably grown products into its menus. Likewise, Bon Appétit will continue to increase its focus on educating students about nutrition and offer them appealing healthy options.

Co-curricular Activities (3.D.15–16)

Whitman College offers a vast array of co-curricular programs and activities that foster the intellectual and personal development of students, consistent with the College’s mission. Currently, the Associated Students of Whitman College (ASWC) recognizes nearly 70 student clubs and organizations that range from the Coalition Against Homophobia, to Action for Animals, to the Whitman Medieval Society. The clubs serve a social purpose and are an effective way of uniting students from the four classes and building friendships and networks among all the students. In addition to ASWC-sponsored clubs, the College also offers activities and programs in the arts (music, theatre, and dance), media (newspaper, radio station, and literary journals), community service (Whitman Mentors, Story-Time Project), athletics (varsity, club, and intramural sports), Greek life (four fraternities, three sororities), and outdoor recreation (hiking club, mountaineering club, white water club).

Students who come to campus with an interest in some activity for which a club or organization does not currently exist are encouraged to create a new club and enlist their peers to join them. Since the current group of clubs reflects the interests of the current students, and clubs and organizations can easily be formed, the student clubs and organization on campus tend to be fluid rather than static, changing with the interests and passions of the students.

The *Faculty Code* and the ASWC Constitution, which

governs the ASWC-recognized student groups, stipulate that “No student social organization shall be permitted to exist at Whitman College which refuses membership to any otherwise qualified candidate or discriminates against any member, because of race, national origin or religion.” The ASWC Constitution Article VII entitled Bill of Rights, section one, states, “The rights enjoyed by the members of the Associated Students of Whitman College will not be denied or restricted on the basis of gender, race, color, ethnicity, national origin, religion, sexual orientation, sex or gender identity, disability status, age, veterans status, marital status, socioeconomic status, HIV/AIDS status, or any other basis prohibited by applicable federal, state, or local laws.” Article VII, section two continues, “No organization that discriminates against one or more of the aforementioned distinctions shall receive support, financial or otherwise, from ASWC Congress.”

All students are invited and encouraged to join co-curricular programs and activities sponsored by the College, and, where necessary, accommodations are made to foster participation. The College also strives to provide experiences for students in specific areas where they may be underrepresented. For example, racially diverse and international students tend not to participate in Outdoor Program trips to the same degree as other students. This may be caused, in part, by their previous lack of exposure to outdoor experiences. In an attempt to increase participation by these students, the Outdoor Program has worked with the Intercultural Center to sponsor several trips each year especially for multicultural and international students. These trips have provided a new co-curricular experience for the students and have given them the opportunity to join the trips regularly sponsored by the Outdoor Program. Likewise, Student Services has developed a program to provide funding for students who otherwise might not be able to afford such activities. These scholarships, funded from the President’s discretionary fund, are administered by the Dean of Students with the support of the Financial Aid Office.

The Residence Life program also contributes greatly to the co-curricular activities and programs of the College. Throughout the training and development of the Residence Life staff, Resident Directors and Resident Assistants work on programming and community development in order to attain the skills to assess the needs of their residential students. Resident Assistants provide numerous programs throughout the year focused on fostering wellness in six different areas: social, mental, emotional, lifestyle, physical,

and spiritual. During the 2005-2006 academic year, there were 1,871 instances where Residence Life staff initiated and/or participated with students in some manner of co-curricular activity.

The co-curricular program at Whitman College is governed by the *Faculty Code*, which details the relationship of student organizations to the College. Chapter V (Student Activities and Conduct), Article IV (Student Organizations), includes sections on "Authorization of Student Organizations," "Supervision of Student Organizations," "General Regulations, Associated Students of Whitman College (ASWC)," and "Social Fraternities and Sororities." Each of these sections includes policies and procedures that specifically outline the relationship of the institution with student activities. Many of these policies and procedures are also published in the *Student Handbook*, which explains the "College Expectations for Greek Organizations." The *Student Handbook*, updated annually, is distributed to all students each year; in addition, the *Faculty Code* and the *Student Handbook* are available online and can be accessed through the Whitman College Web site.

The two largest student organizations on campus are the Associated Students of Whitman College (ASWC), of which all students are members, and the Greek organizations, of which 30-35% of students are members. The Director of Student Activities, who reports to the Associate Dean of Student Programs and Activities, advises ASWC, and the Associate Dean advises the Greek system. Both of these major groups evaluate their effectiveness each year and demonstrate appropriate governance, governance that is shared between the organizations and their advisers, who act on behalf of the College.

ASWC is comprised of a Senate and a House of Club Representatives (HOCR). The Senate includes 16 student senators elected from their respective classes by their peers (four from each class) and five Executive Members (President, Policy Chair, Finance Chair, Nominations Chair, Programming Chair) elected by students and a hired non-voting Communications Coordinator). The primary purpose of the senators is to identify and represent the needs of their student constituents to the Executive and Committee Members. To accomplish this, senators are responsible for holding forums with their constituents twice a semester and may call for additional meetings if deemed necessary. The House of Club Representatives (HOCR) is an interest-based system comprised of one representative from each ASWC recognized club or organization and chaired

by the President of the Associated Students of Whitman College. HOCR was created to ensure that the needs of the student clubs were recognized within the student government structure.

The formal process for reviewing ASWC is conducted by an Oversight Committee, a group of five students selected and ratified by ASWC, which creates an evaluation questionnaire that is administered to the House of Clubs, the Senate, and the Executive Committee. The House is asked to evaluate the Senate, the Executive Officers, and the Executive Committee; the Senate is responsible for evaluating the House of Clubs and the Executive Committee; and the Executive Committee evaluates the House and the Senate. All three groups also evaluate the Oversight Committee. The results are compiled and presented at a Joint Session Meeting that includes all four groups and is posted on the ASWC Web site.

In addition to ASWC evaluating itself, this past year the ASWC Executive Committee created an ASWC evaluation survey and administered it to the student community just before spring finals. The information gathered from the survey will allow ASWC to identify areas that are in need of improvement.

Faculty Code requires each fraternity and sorority chapter to comply with the "College Expectations for Greek Organizations" document. It is required that each Greek organization review and evaluate whether it is serving its members and the College in areas including scholarship, recruitment, and social activities. Each chapter assesses the previous year in terms of its strengths, weaknesses, challenges, and opportunities. Each chapter then completes a form that assesses 11 areas of chapter responsibilities and submits it to the Associate Dean of Student Programs and Activities. Chapter representatives then meet with a committee of faculty and staff who assesses how well the group has performed during the past year. A written summary of the committee's deliberations, highlighting areas of excellence and areas needing improvement, is then shared with the chapter president. The Associate Dean uses the written summary to identify areas that need additional attention. For example, if there is an area in which very few groups excelled, that might indicate an area needing more time and attention the following year. It might also indicate the need to develop new policies or to review the Panhellenic or Inter-Fraternity Council constitution/bylaws.

Analysis and Appraisal

The number and diversity of co-curricular activities at Whitman is laudatory. It is part of the culture of Whitman College that students are involved in activities outside the classroom. The College encourages the formation of new clubs and student organizations and allows student groups to flourish and decline as the needs and interests of students change.

While all of the College's co-curricular programs are open to all students, the College recognizes that not all students will feel comfortable or be financially capable of participating in many of these programs. The challenge is for student organizations to assess their success in reaching out and actively involving diverse groups of students that encompass gender, race, class, sexual orientation. The Outdoor Program has served as an example in this area, but even it needs to do some additional outreach, as students who are first generation college students or students from working class backgrounds often cannot afford even the reasonable trip fees associated with the Outdoor Program. The College is working to find ways to make all its co-curricular programs accessible and affordable.

It would benefit each co-curricular activity group to review and assess the diversity of its membership. If its membership does not represent a diverse cross section of the student body, the group needs to consider why that is the case.

The current ASWC system of a Senate and a House of Club Representatives was implemented in the fall of 2002 and has proved to be a vast improvement in representing the needs and opinions of the student body to the faculty and administration of the College. Over the past four years, ASWC's reputation and respect has significantly improved, which can be seen by the increased number of college committees on which ASWC representatives have been invited to participate and in the number of times they have been asked to provide advice or direction on issues affecting the institution. ASWC has also done an excellent job of utilizing its programming budget to meet the diverse educational, social, and entertainment interests of the student body.

The *Faculty Code* requires every student organization to have an adviser. Groups such as ASWC and the fraternities and sororities receive significant time and attention from their advisers; it is easy to document that there is a working partnership between the advisers and the students in identifying needs, evaluating effectiveness, and providing appropriate

governance. This is not always true for every student organization. In some instances, advisers do little in developing a working relationship with the group; in some cases, the adviser is interested in working with the student group but does not know how to serve as an effective adviser. In other cases, the students do not effectively communicate with or utilize their willing adviser. Sometimes groups hold meetings so late at night, for example, that it is impossible for their adviser to participate. A challenge for the institution is to continue to make improvements to ensure that student organizations are being provided with consistent support from faculty and staff advisers so that governance of ASWC organizations is truly being shared by the students and the faculty.

Finally, an adviser-training program needs to be developed. This has been discussed many times during the past five years but has not yet come to fruition due to constraints of time and staff. In August 2006, the College added a Student Activities Assistant Director position that allows the Student Activities Office not only to add such a program but also to develop a leadership series for the student organizations as well.

According to the 2006 HEDS Senior Survey, 88.6% of graduating seniors were "very" or "generally" satisfied with Student Activities programming, 93.4% with Recreation/Athletics programs, 95.3% with Cultural/Fine Arts programming, and 92.3% with social life on campus. These numbers tend to be higher than Whitman's peer institutions.

Whitman student organizations are constantly changing to meet the needs and interest of their student members, and for this reason it is important to have well-trained and committed advisers. Within the next two years, Student Services hopes to have guidelines for all faculty advisers as well as an ongoing training program with model advisers. Having advisers work together will create shared learning opportunities with the student members of these groups in terms of training, programming, advertising, and outreach.

Projection

The College will continue to work on issues of inclusion and affordability in order to make Whitman's rich collection of co-curricular activities accessible to all students, particularly those from traditionally underrepresented populations.

The Associate Dean of Student Activities and Programs will explore options for conducting adviser training for faculty and staff interested in advising student groups and organizations.

Intramural Program (3.D.17)

The Department of Sports Studies, Recreation, and Athletics (SSRA) provides significant opportunity and excellent facilities for student recreational and athletic needs beyond intercollegiate athletics. Opportunities for recreation exist as a part of activity course offerings for credit, intramural programming, club sport offerings, and the Outdoor Program.

SSRA offers a wide array of activity courses for credit under the following categories:

Individual fitness	11 courses
Outdoor Skills	8 courses
Individual Sports	3 courses
Dual Activities (e.g. racquetball)	6 courses
Winter Sports	10 courses
Aquatics	2 courses
Team Sports	3 courses

Approximately 400 students enroll in these courses each year.

Intramural programming, administered by a student committee with oversight from an SSRA staff member, provides additional recreational athletic opportunities for students. Athletic opportunities are available in flag football, basketball, volleyball, tennis, racquetball, dodge ball, softball, Frisbee golf, ultimate Frisbee, and soccer. The SSRA Department estimates that about 70% of the student body, plus many faculty and staff, are active to some degree in these intramural experiences. The College provides funds and gym and field space to support intramural programming.

The club sport program offers opportunities in:

Cycling	Men and Women
Ice hockey	Coed
Rugby	Men and Women
Softball	Women
Lacrosse	Men and Women
Soccer	Coed
Tae Kwan Do	Coed
Water polo	Coed
Ultimate Frisbee	Coed
Tennis	Coed
Track and field	Men and Women
Fencing	Coed
Snowboarding	Men and Women

These programs are supported with significant budget allocations to allow regional and national travel and are provided with appropriate gym and

field space for practice and competition. These programs serve more than 200 students each year.

The Whitman College Outdoor Program offers Whitman students many outdoor recreational opportunities. The scramble program runs group trips where upper-class students lead groups of first-year students on backpacking, kayaking, canoeing, or rock climbing trips around the Northwest prior to the opening of school. Training experiences are provided throughout the year for students who wish to lead these scrambles. Other outdoor experiences are generally divided into two categories: rock climbing/mountaineering and white water/open water kayaking and canoeing. These programs are in addition to the outdoor skills courses offered through the SSRA Department.

Analysis and Appraisal

There are a significant number of recreational and athletic opportunities available to Whitman students beyond intercollegiate athletics, and many students are active in these programs. Funding for these programs is strong. A departmental self-study and peer review conducted February-May 2006 found that the club program was allocated more financial resources than any of the College's peer institutions (the Northwest Conference schools and the "Panel of 14") and \$20,000 more was allocated to the club sport budget than to the second most funded program. Whitman's intramural program is also well funded although comparative data has not been gathered. The intramural program was among the top in the College's peer review in terms of student participation. The Outdoor Program has seen much growth in the past several years due to an increase in the number and variety of experiences it has offered. In response to this growth, the College recently allocated a new full-time staff position to the Outdoor Program. The new Assistant Director position has allowed the program to offer more courses in white water and open water experiences.

Whitman has been identified by the *Princeton Review*, as one of the top schools where "Everybody plays IM sports." According to the 2006 HEDS Senior Survey, 72.2% of seniors said they participated in intramural sports at least once, including 58% who said they participated during more than one year. This is substantially more than Whitman's peer institutions.

Projection

The College will continue to fund its intramural and club sports programs and encourage students to participate in them.

Bookstore (3.D.18)

The College operates a full-service bookstore that supports the educational mission of the institution. The Whitman College Bookstore is located in the Reid Campus Center, one of the main centers of activity on campus. The Bookstore is open Monday through Saturday during the academic year and occasionally on Sunday for special events such as Family Weekend, Homecoming, and Graduation. Summer operation is Monday through Friday.

The Bookstore carries all the necessary textbooks, supplies, and auxiliary materials for courses taught at the College. It also offers Whitman College clothing and giftware, school supplies, cards, candy, magazines, and the largest selection of art supplies in the community. Stocking nearly eight thousand trade titles in fiction, poetry, and many nonfiction titles, both academic and non-academic, the Bookstore offers educational value to Whitman and the community at large. The Bookstore supports various groups on campus with book displays for specific months, (i.e. Black History Month, Women's History Month, Gay Lesbian Pride Month, etc.); arranges for books to be displayed and sold at appearances by authors on campus; and supports the Admission, Development, and Alumni Offices by offering insignia items for sale to those departments and to visitors. Works by alumni and faculty authors are displayed and promoted as they are published.

The Bookstore is managed by a professional staff of four: the Bookstore Director, General Merchandise Buyer, Textbook Buyer, and Bookstore Assistant. These are assisted by several students whose primary duties are to serve as cashiers, take special orders, act as stocking clerks, and take charge of the magazine department. One of the students acts as student manager each semester, opening and closing on the weekends or during the week as necessary. The student managers also take on all supervisory and management duties when they work. The Bookstore views student work as an educational opportunity and is working on improving training and review of its student staff. One of the Bookstore's past employees is now working in the book industry, and the hope is that others may find this type of work rewarding and continue in it as a career.

A Bookstore Advisory Committee, established through the Dean of the Faculty's office, provides an opportunity for the Bookstore Director to obtain input from various constituencies across campus. While not a policy-making body, the Committee provides a forum for faculty, the administration, students, staff, and alumni to express opinions, offer suggestions, share criticism, and provide support to the Bookstore.

Analysis and Appraisal

Challenges for the Bookstore, beyond those affecting most bookstores — product turnover rates, inventory levels, and product mix — include restrictions on advertising and location. According to Washington State law, because the College is a nonprofit institution, the Bookstore can not advertise to the greater community. This may lessen the amount of business the Bookstore might otherwise have from the surrounding community. Although the Bookstore is located in possibly the busiest building on campus, some argue that its location below the ground floor may make access less convenient, which may also affect sales, particularly from members of the local community.

One challenge facing the Bookstore is the increasing practice of students buying their textbooks online. Over the next year, the College will need to examine this phenomenon and determine its extent and possible detrimental effects on the Bookstore.

Despite the restrictions on advertising placed on the Bookstore, it serves not only the College, but also the Walla Walla community with its extensive art section. Many local art teachers refer their students to Whitman, and professional artists purchase needed materials from the Bookstore. The character of the College is also reflected in the selection of trade books stocked. Small presses, university presses, third-world writers, and more literate writing predominate. The Bookstore is a literate, non-commercial store, which fills a niche not only on campus but in the larger community as well.

The Whitman Bookstore operates within Student Services, rather than, as on many campuses, under the Business/Treasurer's Office, allowing it to focus more on its service function. The Bookstore runs on sound financial principles. The Comptroller, the Treasurer, and the Dean of Students meet with the Bookstore Director when necessary to discuss financial issues and concerns, to offer suggestions, and to answer questions.

The Bookstore Advisory Committee has not always met as regularly as it might. This will need to change as the Bookstore continues to work to meet two goals: operating as a profit-making business and providing a service for the students and faculty of the College.

Projection

The Bookstore will continue to provide a necessary and welcomed service to the College.

Sales and account information are being integrated with the College's computer management system in order to streamline the Bookstore's operation.

Student Media (3.D.19)

The College has four active student media groups on campus: the *blue moon*, an annual literary journal; *quarterlife*, a magazine published six times a year that includes fiction, nonfiction, alternative journalism, and personal essays; KWCW, the student-run radio station; and the *Whitman College Pioneer*, the weekly student newspaper. Two additional media provided for in the Associated Students of Whitman College (ASWC) Constitution — the *Source*, an annual newsletter to new students written by returning students, and *Wailatpu*, the student yearbook — are currently inactive due to a lack of student interest.

The official relationship of the student media groups to Whitman College is implicit: the *Faculty Code* recognizes the existence of the Associated Students of Whitman College (ASWC) and in turn, ASWC recognizes and defines the role and responsibilities of the student media groups on campus.

Analysis and Appraisal

Although *Faculty Code* requires every student organization to have an adviser, the ASWC by-laws only state that an adviser "can" be selected for the *Pioneer*, and make no specific mention regarding advisers for the other student media groups. This situation needs to be reviewed to determine if there is a valid rationale for the student media groups to be recognized and advised differently than other ASWC student clubs. If there is not a valid reason for these differences, the ASWC constitution and by-laws need to be amended for consistency. This is a task that needs to be delegated to the ASWC Officers and Senate for review and possible action.

The Associated Students of Whitman College (ASWC) currently funds more than \$90,000 to support the four active student media groups on

campus. ASWC does not, however, have a clear mechanism to assess students' overall needs and interests in the student media groups. To ensure this money is being well spent, assessment of the programs is essential. Many other institutions have created media boards composed of students, faculty, and staff charged with creating and enforcing policy and assisting with short- and long-term strategic planning. Such a media board could assist in the development of a more clearly defined and published policy regarding Whitman's relationship to the student media groups. A determination needs to be made regarding the formation and purpose of a media board at Whitman College.

Projection

The College and ASWC need to review the status of student media to determine whether, and to what degree, the student media programs need an adviser and to define the role of the adviser.

There needs to be some formal method by which to assess the College's overall student media, possibly by the creation of a media board. This is something the Associate Dean of Student Programs and Activities will begin to explore.

Intercollegiate Athletics (3.E)

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.

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 2005-2006, 187 students (12%) participated in varsity athletics.

Whitman College fields 18 intercollegiate teams. It is a member of the Northwest Conference (NWC), which is a Division III member of the National Collegiate Athletic Association (NCAA).

Whitman fields the following intercollegiate teams:

Alpine Skiing	Men and Women
Baseball	Men
Basketball	Men and Women
Cross Country	Men and Women
Golf	Men and Women
Nordic Skiing	Men and Women
Soccer	Men and Women
Swimming	Men and Women
Tennis	Men and Women
Volleyball	Women

Northwest Conference schools include:

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

Institutional Control (3.E.1)

Whitman College athletics is supervised by the Athletics Director, who is also the Chair of the Department of Sports Studies Recreation and Athletics (SSRA) and who reports to the Dean of the Faculty. This reporting system helps maintain a close connection between athletics and academics at the College.

The SSRA Department, including Athletics, has completed three self-studies within the previous two years. The first review occurred in spring 2005 at the request of the President of the College. The athletic coaches and staff considered SSRA's mission within the College and the way in which the Department evaluated success. Completed as a part of this self-study was a peer comparison of schools in the "Panel of 14" and the Northwest Conference, the conference within which Whitman Athletics competes; an overview and evaluation of the organizational structure; and an evaluation of the resources necessary to meet its mission. A new mission statement was crafted at that time to more closely align SSRA and Athletics with the mission of the College.

A second, external review was completed in summer 2006 in order to gain an objective, outside perspective on the content discussed in the spring 2005 self-study. The external review team consisted of two athletic administrators from peer institutions, the Whitman College Faculty Athletic Representative, and the Associate Director of Institutional Research

In its mission statement, the Department of Sports Studies, Athletics, and Recreation (SSRA) affirms its commitment to athletics, intercollegiate as well as intramural, as an important component in the education of well-rounded, liberally educated young men and women:

We believe that sport studies, recreation, and athletics are an integral part of the overall educational experience at Whitman College. We provide unique and fundamentally different opportunities than those available in the traditional classroom. We strive to create a positive and challenging environment in which student athletes can achieve their full potential. We emphasize athletic and academic excellence and provide quality competitive experiences, encouraging creativity, character, and responsibility.

(who serves as the Assistant Coach for the College's cross-country teams). This review team presented its report to the President in August 2006.

Concurrent with these two reviews, the SSRA Department also did a self-study in conjunction with the College's NWCCU accreditation process.

Policies and Rules (3.E.2)

The Sports Studies Recreation and Athletics (SSRA) Department publishes a *Coach's 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 academic information pertaining to the Sports Studies minor; 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
- Budget development
- Transportation
- Sports medicine
- Sports information
- Professional performance appraisal

In addition to the explicit information contained in the *Coach's 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.

Administration of Student Athletes (3.E.3)

All admission decisions regarding student athletes are made by the College's Office of Admission. Decisions regarding Financial Aid are made without consideration of a student's athlete/non-athlete status. Decisions regarding degree requirements and any other student related administration are handled by the offices that deal with all other students. Student athletes are held to the same standards as all other students.

The NCAA III Financial Aid Reporting Program's annual report comparing institutional aid to student athletes and students who are not athletes indicated that for the 2005-2006 reporting year, Whitman student athletes were well within NCAA compliance standards.

Student athletes at the College perform academically at a level equivalent to non-athletes. Cumulative Whitman GPA (current students, Fall 2006) are shown in **Figure 3.20**.

The College's student athletes also have a similar admissions profile to non-athletes. Recruited student athletes who enrolled at Whitman as first-year students in fall 2006 had median SAT scores of 650 each in Critical Reading and Math. The median score for all students was 670 in Critical Reading and 660 in Math. Whitman student athletes have a higher graduation rate than non-athletes. See **Figure 3.21**.

Budgets (3.E.4)

Athletic budget development is systematic and budgets are approved by the appropriate College committees. Minor fundraising is conducted in athletics in the form of program sponsorships, and tournament sponsorships, as well as through service and activity projects such as community races, skill lessons, and sport camps. In each case all funds are directed through the College accounting system and are documented using accepted College practices.

Athletes, Non-Athletes GPA Comparisons

Group	Avg. GPA
Varsity Athletes	3.305
Non-Athletes	3.389
All Students	3.379

Figure 3.20

Graduation Rates of Athletes, Non-Athletes Entering the College Fall 2000

Enrollment Status	Varsity Athletes	Non-Athletes	All Students
Still Enrolled	1.4%	3.3%	2.9%
Graduated	95.0%	85.1%	87.1%
Withdrawn	3.6%	11.6%	10.0%

Figure 3.21

Equity (3.E.5)

Whitman Athletics offers nine men's varsity teams and nine women's varsity teams. In those situations where there is a men's and women's team in the same sport, but each team has a different coach, the budget lines for each program are identical. When a single coach oversees a men and women's sport team, the coach manages a single budget line. Within each sport, when there is a male and female team, each student athlete, male or female, is allocated the identical financial resources: in terms of financial support, their student-athlete experience is identical. Student athletes of both genders have equal access to all College sport's facilities.

Scheduling (3.E.6)

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

Every attempt is made not to schedule games and practices during major exam periods.

Analysis and Appraisal

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

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

Whitman student athletes have a similar academic profile and performance demographic as non-athletes. Admission and financial aid decisions regarding student athletes are made by the same staff who make decisions for all student admissions on campus.

Whitman prides itself on the equity it has established between men's and women's athletics. It might be argued that the larger roster size for men's baseball (25) compared to the roster size of women's volleyball (15) might allow for more opportunity for men to participate in athletics at the College than for women. That, coupled with the fact that typically there is a higher female percentage of women in the student body, could bolster the argument that more women's athletic opportunities are needed. In 2005-2006, 11.4% of women were varsity athletes; 12.6% of men — a difference of five students.

There are no current plans to add an additional women's sport, although the current administration has indicated it is open to conversations about such an addition should a need arise.

Projection

The President of the College is interested in having a campus-wide discussion on the role of athletics in a liberal arts environment. Discussion will begin with a current faculty committee, the College Athletic Committee, and will evolve further from there.

Intercollegiate sports will continue to play an important role as a way to enhance the College's liberal arts focus and augment the broad education of its students.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Whitman College strictly adheres to the standards and principles pertaining to advertising, recruitment, and representation of accreditation status as set forth in Policy 3.1. It is scrupulous in maintaining current and accurate information for all its constituencies.

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.

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.

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.

The College's Statement of Accreditation by the Northwest Commission on Colleges and Universities was inadvertently misprinted in the printed version of the *Catalog of the College*. This oversight will be corrected in the next edition of the *Catalog*. The Statement of Accreditation is correct on the College Web page and in the online version of the *Catalog*.

Standard Four — Faculty

“Recruiting and celebrating professors who are committed to excellence in teaching, advising, and scholarship has always been a top priority of the college. As Whitman’s third president, Stephen B. L. Penrose said, ‘It’s the faculty who make a college great.’”

— from Whitman’s *Catalog of the College*

Faculty Selection, Evaluation, Roles, Welfare, and Development (4.A)

Excellence in teaching is the primary responsibility of Whitman College faculty. Excellence in teaching and the advancement of Whitman’s liberal arts mission are the primary criteria upon which new faculty are hired and all faculty are evaluated. In a recent Higher Education Research Institute (HERI) survey, 100% of Whitman faculty who responded indicated that being a good teacher was “essential” or “very important.”

Faculty are supported and mentored in their teaching through resources provided by the Dean of the Faculty’s Office and programs and services offered by the College’s Center for Teaching and Learning (CTL). Faculty are provided with ample office space, staff support, appropriate computer and technological resources and support, and research and artistic facilities.

The faculty are empowered by the Whitman College

Constitution “to arrange the courses of study” at the College and are organized such that the academic curriculum, departments and programs, majors and minors, interdisciplinary programs, and other academic and pedagogical concerns are under their direct authority. Faculty are responsible for academic advising, considered by the College to be an important component of teaching, and have the responsibility through various committees, councils, and task-forces for the “government and discipline of students.” In sum, the faculty play a major role in the development of the academic program and the governance of the College.

Whitman College faculty are experts in their respective fields and represent 24 departments and 77 major, minor, and interdisciplinary programs appropriate for a small liberal arts institution. Faculty are noted for their accessibility and approachability and enjoy a low student/faculty ratio of approximately 9.5/1. On surveys such as those administered by the Higher Education Research Institute (HERI), Whitman faculty indicate a great degree of satisfaction

Institutional Faculty Profile 2006-2007

Rank	Number		Full-Time Faculty														
			Number of Terminal Degrees		Salary, 9 Months (in 1000s)			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load*			
	Full Time	Part Time	Dr	M	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	
Professor	31		30	1	73	94	177	15	22	40	15	24	40				
Associate Professor	39		36	3	62.6	72.2	88.5	2	11	25	5	13	26				
Assistant Professor	46		38	7	43.4	58.1	80.4	1	3	24	1	4	25				
Instructor	3				52	55	60	1	6	21	1	15	21				
Visiting Lecturer		72	24	19													

* With minor exceptions, the standard teaching load for all full-time faculty is three courses a semester, six courses in a year.

Figure 4.1

with their jobs, their students, and the College. On the latest HERI survey, 68.6% of Whitman respondents indicated that they experienced joy in their work “to a great extent.”

Qualified Faculty (4.A.1)

Whitman College is fortunate to have a cadre of talented and accomplished faculty at all ranks. As specified in the *Faculty Code*, the faculty of Whitman College — those eligible to vote and serve on elected committees — consist of the President of the College and the members of the instructional staff who hold the title of Dean, Professor, Associate Professor, Assistant Professor, Instructor, or Non-tenured Assistant Professor, Associate Professor, or Professor of Sports Studies or Forensics. Of these faculty, all but those in Sports Studies and Forensics are eligible for the consideration of tenure. Other instructional staff, not eligible for tenure and not normally eligible to serve on elected committees include Lecturers and Senior Lecturers, Visiting Assistant Professors and Instructors, and Adjunct Professors and Instructors. See **Figure 4.1, page 97**, and **Figure 4.2, pages 99-100**.

The faculty for the 2006–2007 year included 119 full-time continuing appointments (based on the AAUP method of reporting), distributed as indicated in **Figure 4.3**.

The College takes seriously its charge to employ highly qualified faculty. Searches for new tenure-track faculty are rigorous and thorough (see 4.A.6). It is the policy of the Dean of the Faculty, and written into all initial tenure-track contracts, that new tenure-track faculty must have their terminal degree conferred by September 1 of the new academic year. To ensure the highest quality, all non-tenure track instructional staff are evaluated frequently and systematically (see 4.A.5 and Policy 4.1 *Faculty Evaluation*).

The College is committed to the principle that in order to provide students with a first-rate, comprehensive, liberal arts education, the faculty must reflect the demographic diversity of the student body and the geographical area in which the faculty are situated.

The College has had mixed, albeit improving, results in recent years in increasing the racial and ethnic diversity of the faculty. See **Figures 4.4 and 4.5**.

The College, in the past several years, has begun converting temporary faculty appointments (appointments made because of the sabbatical program,

Distribution of Full-time Continuing Appointments

Tenure-track positions (filled)	104
SSRA/Forensics Track positions	7
Full-time Lecturers	3
Full-time temporary positions	12
Part-time positions FTE	23.5
Total faculty FTE	149.5
Total student FTE (fall 2006)	1423.8
Student/Faculty FTE ratio	9.52

Figure 4.3

Faculty Appointments of Racial and Ethnic Minorities, 1997-2006

Year	Initial appointments
1997 - 1998	0
1998 - 1999	0
1999 - 2000	1
2000 - 2001	2
2001 - 2002	0
2002 - 2003	0
2003 - 2004	4
2004 - 2005	0
2005 - 2006	2
2006 - 2007	5

Figure 4.4

Minority Faculty by Rank, 2006-2007

Rank	Number
Assistant	12
Associate	3
Professor	1

Figure 4.5

enrollment pressures, Core contributions, or other program enhancements) to tenure-track positions. Such conversions are FTE neutral. Since this program began, two departments (Anthropology and Politics) each searched for and hired a new tenure-track faculty member.

In October 2005, the Dean of the Faculty expanded the conversion program and introduced an initiative he titled *An Initiative to Help Diversify the Faculty by Upgrading Temporary Appointments* as a way to increase the diversity of the faculty at the College.

Number and Source of Terminal Degrees of Full-time Faculty

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Masters	Bachelors
Bard College, Milton Avery Graduate School	1		
Brown University	1		
Bryn Mawr College	1		
City University of New York	1		
Claremont Graduate University	1		
Colorado State University	2		
Columbia University		2	
Cornell University	5		
Dartmouth	1		
Georgetown University	1		
Harvard University	1		
Indiana University	1		
Iowa Writer's Workshop		1	
Louisiana State University	1		
M.I.T.	1		
Minneapolis College Art and Design		1	
New Mexico State University	1		
New York University	1	1	
Oregon Graduate Center	1		
Oregon State University	1		
Pennsylvania State University	1		
Princeton University	6		
Rice University		1	
Rutgers University	1		
Ryukoku University and Stanford University		1	
Stanford University	1		
State University of New York at Binghamton	2		
Syracuse University	1		
Texas Tech University	1		
The Johns Hopkins University	2		
University College London		1	
University of Arizona	3		
University of Arizona, Tucson	1		
University of Bochum/Germany	1		
University of British Columbia	1		
University of California at San Diego	1		

Figure 4.2

Number and Source of Terminal Degrees of Full-time Faculty (cont.)

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Masters	Bachelors
University of California, Berkeley	4		
University of California, Davis	1		
University of California, Irvine	1		
University of California, LA	2		
University of California, Santa Barbara	2		
University of Chicago	4		
University of Chicago Divinity School	1		
University of Cincinnati	3		
University of Georgia	2		
University of Idaho	1	2	
University of Illinois	1		
University of Illinois at Urbana-Champaign	3		
University of Kentucky	2		
University of Massachusetts	1		
University of Michigan	2		
University of Minnesota	4		
University of Montana		2	
University of Nebraska-Lincoln		1	
University of Nevada, Reno	1		
University of New Hampshire	1		
University of New Mexico	1		
University of North Carolina Chapel Hill	1		
University of Northern Colorado		1	
University of Notre Dame	2		
University of Oregon	4		
University of Pennsylvania	1		
University of Pittsburgh	2		
University of Rochester	1		
University of Southern California	2		
University of Texas at Austin	3		
University of Utah	2		
University of Virginia	1		
University of Washington	3	1	
University of Wisconsin	4		
Vanderbilt University	1		
Washington State University		1	
Washington University	1		

Figure 4.2 (Cont.)

Male and Female Tenure-track Positions by Rank, 2006-2007

	Assistant	Associate	Professor	Total Tenure Track (filled)
Male	15	25	25	65
Female	20	14	5	39
Ratio M/F	0.75	1.78	5.0	1.67

Figure 4.6

The initiative called for upgrading temporary appointments (see 4.A.8 for an explanation of temporary appointments) to tenure-track appointments beginning in the 2006–2007 academic year.

In the fall of 2005, the Board of Trustees authorized the upgrade of three positions under the *Diversity Initiative*. Three searches were conducted; two resulted in the hiring of highly qualified teachers and scholars who will bring diversity to the faculty and the campus; one search was unsuccessful. In the fall of 2006, the Board authorized the upgrade of three additional positions plus the unfilled position from 2005.

Gender balance among the faculty is no less a concern than other forms of diversity. Currently there are many fewer tenure-track women faculty than men. Much of that imbalance, however, is due to the paucity of women at the rank of professor. See **Figure 4.6**.

In the last decade, the College has made real progress in the gender balance of its tenure-track hires. This is reflected in the improving gender balances in the assistant and associate professor ranks. See **Figure 4.7**.

There are 109 tenure-track positions allocated across 24 academic departments and programs. See **Figure 4.8, page 102**.

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. Examples of reallocations of tenure-track positions over the past several years include:

1997–1998	from Mathematics to Biology
2003–2004	from Education to Politics
2004–2005	from German to Religion

Tenure-track Hires, 1997-2006

(includes split positions)

	Male	Female	M/F Ratio
1997	2	3	0.66
1998	3	3	1.0
1999	5	4	1.25
2000	3	2	1.5
2001	2	2	1.0
2001	3	3	1.0
2003	4	5	0.8
2004	4	4	1.0
2005	3	3	1.0
2006	3	4	.75

Figures 4.7

Analysis and Appraisal

The recruitment, development, and retention of first-rate, diverse, and professionally qualified faculty is a major endeavor of the College — one that is not without challenges. Whitman must compete with many other institutions of higher education for top faculty, especially those who will contribute to the diversity of the College. Whitman College is located in a beautiful, but rural part of Washington State, and its demographics and location are sometimes seen as a hindrance to recruiting top candidates — especially those from minority groups who may feel that the College and the town of Walla Walla may not provide them with a sufficiently robust support community.

In some sense, the College needs to continue to improve the promotion of itself to potential candidates in order to attract applicants who might not otherwise apply for faculty positions. To that end, the Dean of the Faculty and the Committee of Division Chairs have required that all search committees become much more aggressive in recruiting a strong and diversified pool of qualified candidates. That, coupled with the *Initiative to Help Diversify the Faculty*, contributed to seven successful searches conducted in 2005–2006, five of which contributed to the diversity of the faculty and the curriculum.

Applauding the success of the *Initiative to Help Diversify the Faculty* Program, the Board of Trustees approved the conversion of three additional temporary positions plus the one unfilled position from the previous year for the searches conducted in the 2006–2007 academic year. All four positions were filled.

The conversion of temporary positions to tenure-track sabbatical replacement positions remains a good idea. It reduces the need for the hiring of temporary faculty and adds continuity to departmental curricula and for students in those departments. These conversions have not been more numerous for several reasons: many departments are simply too small to constantly have one FTE-worth of temporary instructors, some larger departments are sufficiently specialized that a single internal sabbatical replacement would be unable to cover the necessary areas of the discipline, and in some ways, the internal sabbatical replacement program has been superseded by the *Initiative to Help Diversify the Faculty by Upgrading Temporary Appointments*.

Taken together, there is a healthy trend towards increasing the number of tenure-track faculty without increasing the number of faculty FTE.

In addition to the challenges of increasing the diversity of candidate pools, there is the issue of dual-career couples. The College is simply not large

Tenure-track Faculty by Rank

Rank	Number
Assistant Professor	33
Associate Professor	38
Professor	41

Figure 4.9

enough to create additional positions when a sought-after candidate asks for a position for his or her partner. Although the Dean of the Faculty makes every attempt to hire qualified partners for temporary and part-time positions, the issue of trailing partners is exacerbated by Whitman’s isolated rural location.

Women, more often than men, turn down offers of tenure-track positions because of a trailing partner, adding to the challenges of hiring more qualified women into faculty positions. Anecdotal data suggests that female faculty are also more apt to leave the College because of family issues such as the inability of a partner to find adequate employment opportunities in Walla Walla.

Although approximately half the faculty has been hired in the past 10 years, tenure-track faculty at the College are fairly well distributed across rank. See **Figure 4.9**.

Tenure-track Positions by Department, 2006-2007

Department	Number of Tenure-track Positions	Department	Number of Tenure-track Positions
Anthropology	3	History	8
Art History & Visual Culture	3	Mathematics	7
Art Studio	2	Music	5
Astronomy	2	Philosophy	4
Biology	7	Physics	5
Chemistry	5	Politics	6
Classics	2	Psychology	5
Economics	6	Religion	4
Education	2	Rhetoric and Film Studies	2
English	9	Sociology	5
Foreign Languages	10	Theatre	3
Geology	4		

Figure 4.8

Whereas the recruitment of highly qualified faculty has had its challenges, Whitman has been able to attract excellent faculty and maintains a high retention rate among those on the tenure-track. Since 1997, of the 49 tenure-track faculty who have left the institution, only 13 have left because of tenure-denial or resignation. See **Figure 4.10**.

Projection

The College will continue to recruit, hire, and retain the most highly qualified faculty possible. All newly appointed tenure-track faculty will continue to be required to have earned an appropriate terminal degree for their discipline. They will come to the College with a full understanding of the nature of the institution, its expectations of excellent teaching, and its comprehensive liberal arts mission.

The Dean of the Faculty and the Committee of Division Chairs will continue to press departments to aggressively recruit highly qualified candidates who will contribute to the diversity and gender balance of the faculty.

The practice of converting temporary positions to tenure-track positions for the purpose of internal sabbatical replacement and diversifying the curriculum and the faculty will continue.

Academic Planning (4.A.2)

The faculty take seriously their constitutional charge “to arrange the courses of study” and work within a codified structure that ensures that academic planning and curricular matters remain the jurisdiction of the faculty.

The faculty are organized into three Academic Divisions: Social Sciences and Education, Humanities and Arts, and Basic Science and Mathematics. Academic departments and programs reside within these Divisions, although some programs (e.g., Environmental Studies, Asian Studies, Latin American 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 — Core (*Antiquity and Modernity*, required of all first-year students), *Alternative Voices*, and the Distribution Requirements.

All proposals for adoption, deletion, and alteration of courses and standard major and minor programs originate in the individual departments or academic programs and must be approved by the academic

Tenure-track Departures since 1997

Reason for Departure	No.	Female	Male
Denied Tenure	2	2	0
Died	5	1	4
Phased Retirement	3	0	3
Resigned	11	5	6
Retired	7	1	6
Salary Continuation*	21	5	16

The College’s Salary Continuation Program is explained under benefits in indicator 4.A.4.

Figure 4.10

division and, at the institutional level, by the Academic Council and the faculty as a whole.

The Academic Council is the “pre-considering, advisory, reviewing, and determinative agency” for the faculty. The Council is comprised of the Chairs of the three academic divisions and the faculty members on the Board of Review and the Policy Committee. The Dean and Associate Dean of the Faculty, the Dean of Students, and the Registrar serve *ex officio*. The faculty elected Chair of the Faculty is the Chair of the Academic Council. Curricular and policy proposals approved by the Academic Council are brought before the faculty as a whole for approval.

In addition to the routine curricular assessment, planning, and modification in which all departments and programs are engaged, the Dean of the Faculty and the Committee of Division Chairs routinely review the academic program and create a planning document, which serves as a guide for the academic program for the next several years. Although written by the Dean of the Faculty in consultation with the Committee of Division Chairs, the academic planning exercise is a document that strongly reflects the views of the faculty. In order to ensure the greatest faculty input, the latest academic planning exercise, called *Building on Excellence*, included the following steps:

- Development of a survey instrument that was sent to departments during the spring semester of 2004
- Review of departmental responses by the Dean and the Committee of Division Chairs during the fall semester of 2004 and production of an initial draft
- Meetings with each of the three academic divisions and a meeting in which all faculty were invited to provide feedback on the initial draft

- creation of a final document crafted from these discussions and distributed to the faculty at the end of the spring semester of 2005

Academic advising at the College is considered a component of teaching. All major and pre-major advising of students is done by the faculty and some selected staff members. Student advising is explained in detail in indicator 2.C.5.

Analysis and Appraisal

All curricular changes work their way through the academic divisions, the Academic Council, and finally the full faculty. Essentially, all curricular changes are ultimately approved by consent of the full faculty. Although this level of oversight may sometimes be seen as somewhat tedious, the faculty recognize that it plays an important role in holding responsibility for the academic program. Even minor changes, which do not require a full faculty vote, are announced at faculty meetings. The rationale for this, in part, is that it is important that all faculty have a knowledge of the academic curriculum across campus to aid in oversight and, importantly, advising.

There have been two comprehensive Academic Planning Exercises in the past 10 years — one in 2000, the other in 2004. These exercises involved the full faculty and allowed them to participate in determining the direction of the academic program. These exercises are taken seriously by the Dean and the Committee of Division Chairs in setting priorities and distributing resources. In 2004, prior to the beginning of the second academic exercise this decade, the Dean of the Faculty issued a report listing the eight recommendations from the 2000 exercise and detailing the progress that had been made. In all areas, the College had made significant gains in meeting those recommendations. The recommendations and priorities of the Academic Planning Exercises are incorporated into the College's yearly budget and the College's Strategic Plan (see Standard 1 for a full explanation of the *Goals, Objectives, Strategies, and Tactics* strategic planning process).

On whole, the faculty understand and carry out their roles in faculty planning and governance. Responding in the 2004–2005 Higher Education Research Institute Faculty Survey, 93% of all Whitman faculty respondents agreed “strongly” (48.6%) or “somewhat” (44.4%) that “Faculty are sufficiently involved in campus decision-making.”

Projection

Faculty participation is crucial to the operation of Whitman College. Faculty will continue to manage and oversee the academic curriculum of the College and participate in planning the future of its academic program.

The Dean of the Faculty and the Committee of Division Chairs will continue to routinely assess and evaluate the state of the academic program and chart its course while remaining constant to the mission of the College.

Faculty Workloads (4.A.3)

The standard teaching load across the College is three courses per semester — six courses per year. There are no courses taught in the summer. Exceptions to the typical load may occur in departments that offer large numbers of activity classes (e.g., Sports Studies and Recreation, and Music) and laboratory course sections, which typically count as half a course. Additionally, faculty members in some, but not all, departments that require senior theses, integrative essays, or research projects for their majors count their advisory participation in those projects as one of their six yearly courses.

The faculty members in each department are expected to come to agreement on what constitutes their six-course responsibility, balancing the faculty member's need for teaching preparation time, research, and other professional activity with the comprehensiveness of the department's course offerings and their students' educational well-being.

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. The ASID program and its analysis are described more fully in indicator 4.B.4.

Perhaps the most tangible manifestation of the College's commitment to promoting professional development in teaching is the College's Center for Teaching and Learning. The goal of the Center, established in 2000, “is to promote a campus-wide

environment that values, respects, and encourages excellent teaching.” The Center’s program goals include:

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

Activities of the Center include services to individual faculty, such as individual consultations and classroom observation; the sponsoring of approximately two dozen educational events and workshops throughout the academic year; the maintenance of a collection of books and materials related to teaching and learning; and the hosting of a Web site of excellent online resources.

One of the Center’s responsibilities 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 — the Library, the Academic Resource Center, Technology Services, etc.

During the academic year, the Director of 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.

Finally, the Center for Teaching and Learning sponsors and supports a number of Teaching Networks. Teaching Networks, of which there are nine, are relatively permanent groups of faculty members who meet about once a month for the purpose of supporting each other’s teaching in an informal and collegial manner. Each network has about six to eight members from each of the three academic divisions, an even mix of men and women with a wide spectrum of experiences. Faculty report that the teaching networks provide good conversations about teaching and learning, a forum to exchange teaching ideas and innovations, and informal collegial mentoring. See Standard 2 for more information on the Center for Teaching and Learning.

Analysis and Appraisal

Determining faculty teaching loads across the College is at best inexact. The number of unique course preparations in a semester or year, the number of students in a course, the level of a course, the type of course (e.g., a lecture, seminar, laboratory, or activity), and accommodations for team-teaching all contribute to the difficulty in balancing individual responsibility with collective equity.

In the past, the Dean of the Faculty and the Committee of Division Chairs, working with the Office of Institutional Research, have attempted to devise various ways to ascertain equitable teaching loads. In the end, however, the College has maintained its reliance on the original basic formulation of six courses a year, three each semester, with determinations of what constitutes six courses to be left primarily within the departments.

Increasing demands of service and faculty governance have raised the issue of release time for some service/administrative activities by faculty. The members on the Committee of Division Chairs, for example, are granted a one-course release each semester. The College’s Personnel Committee (see indicator 4.A.5) considers many more faculty reviews now than it did just five years ago, which has led to consideration of granting the members of the Committee a one-course release in the fall term. This, in turn, however, could lead to requests from other committees for release time. With a relatively small faculty, too many such course releases could begin to place a strain on the College’s curricular offerings or at least require the hiring of more part-time, temporary faculty, which leads to other challenges. The use of release time as compensation for service is an issue that will require careful study.

The College recognizes that six courses a year is not an undemanding schedule. Since excellent teaching ranks as the most important criterion in faculty evaluation, efforts are made to ensure that faculty have ample opportunities for professional development, such as the sabbatical program (described in indicator 4.B.5) and funding for instructional development. In addition, the Center for Teaching and Learning (CTL) provides a valuable service to the College and the faculty. Many faculty take advantage of its consultation services, and CTL events and workshops are always well attended. Respected and visible, the Center is well positioned to become more involved in the College’s efforts to concentrate on, and make more central, the ongoing assessment of instruction and the academic program. The Center

is also moving in the direction of enhancing the “learning” part of its mission in order to prepare the College and the faculty for educating a new generation of learners. These changes will most likely require a more robust Center, and the College is in the process of deciding on how to increase the size and the mission of the CTL.

Projection

The College continues to examine issues of balancing all three components of a faculty member’s load — teaching, professional activity, and service — especially in relation to the amount of service a faculty member is called upon to contribute in an environment where there is a high degree of faculty governance.

Explicit in the College’s Strategic Plan is the tactic of enhancing and expanding the Center for Teaching and Learning for the purpose of assessing and strengthening the academic disciplines and their facilities.

Faculty Salaries and Benefits (4.A.4)

Whitman offers competitive faculty salaries and benefits, ensuring a highly qualified faculty. The Dean of the Faculty makes recommendations to the President regarding all faculty salaries. The recommendations for tenure-line faculty (salaries and benefits for part-time and temporary faculty are discussed in indicator 4.A.9) are based on several factors, which are found in the *Faculty Handbook*, including:

- The size of the budget for faculty salaries as determined by the Board of Trustees
- Annual activity reports from faculty (see indicator 4.A.5)
- Recommendations by the individual Division Chairs
- The results of deliberations by the Personnel Committee, when applicable
- Special awards, such as Garrett Fellowships
- Time in rank and/or years of service

At Whitman, salary ranges are consistent across all disciplines, i.e., there is only one faculty salary schedule. Since, under normal circumstances, all faculty have the same six-course teaching load, salaries are determined comprehensively, not by mechanisms such as credit hours generated or course enrollments. The College does not normally recognize or compensate faculty for teaching “overloads,” and there is no summer school at the College.

The College uses two principal means of comparisons in assessing the competitive nature of faculty

Panel of 14

Beloit College	Occidental College
Carleton College	Oberlin College
Colby College	Pomona College
Colorado College	Reed College
Grinnell College	Swarthmore College
Haverford College	Wabash College
Knox College	Whitman College

Figure 4.11

salaries: information from the Higher Education Data Sharing Consortium (HEDS) and a comparison group of 14 colleges (the “Panel of 14”) against whom the institution has historically compared itself. See **Figure 4.11**.

Whitman salaries, compared to those in the “Panel of 14,” using IPEDS data, are indicated in **Figure 4.12**.

Figure 4.13, page 108, shows median salaries for the “Panel of 14” and Whitman’s comparative position.

Data from the Higher Education Data Sharing Consortium (HEDS) shows Whitman ranking right around the middle of institutions participating in the HEDS survey. See **Figure 4.14**.

Whitman provides faculty with comprehensive and generous fringe benefits, details of which are fully explained in the *Faculty Handbook* and available in the Office of Human Resources. These same fringe benefits are offered to staff, and some are also available for the domestic partners of Whitman employees.

Benefits include:

Retirement Annuity

The College offers a 10% retirement annuity through TIAA-CREF.

Life Insurance

The College contributes the full premium for group life insurance coverage for faculty working at least 65% of full-time.

Long-Term Disability

The College provides long-term disability insurance to faculty appointed at least 65% of full-time.

Medical and Dental Insurance

Group medical insurance is available to all faculty

“Panel of 14” Faculty Salaries 2005-2006* (IPEDS)

Institution Name	Professor	Associate	Assistant	All Ranks
Swarthmore	118.2	81.3	61.9	91.6
Pomona College	118.5	81.8	58.6	90.1
Colby College	104.3	72.7	58.5	81.4
Carleton College	98.6	67.7	58.7	78.2
Oberlin College	96.3	74.5	56.7	77.4
Haverford College	100.4	74.7	58.6	77.3
Occidental College	95.8	71.2	59.1	76.3
Colorado College	97.4	66.3	55.4	74.3
Reed College	90.1	67.3	57.4	73.9
Grinnell College	101.3	75.9	58.5	73.2
Whitman College	89.7	70.9	53.3	66.3
Beloit College	73.8	55.8	44.6	58.8
Wabash College	70.6	49.7	41.3	53.0
Knox College	70.4	50.5	44.1	51.6
Median	96.9	71.1	58.0	75.3
Whitman College	89.7	70.9	53.3	66.3
Whitman Rank	11	8	11	11

* All numbers are in 1000s

Figure 4.12

appointed at least 44% of full-time; dental at 65% full-time. The College pays 100% of the premium for full-time faculty and 50% for their dependents.

Flexible Spending Plan

The Flexible Spending Plan allows faculty appointed at least 44% of full-time to pay for certain unreimbursed medical expenses and child- or dependent-care costs with pre-tax dollars by salary deduction.

Tuition Remission and Tuition Exchange Program

The College has a generous tuition remission policy. The children of Whitman faculty who have taught two years may attend Whitman free of tuition charges if admitted to the College; after five years of full-time teaching, the College will contribute one-half of the existing tuition charged at Whitman to the faculty child's tuition at another accredited institution. Additionally, faculty children may attend colleges in the Tuition Exchange Program, which includes Willamette University, Reed College, The University of Puget Sound, and Lewis and Clark College, with full remission of tuition after the faculty member's fifth year of service.

HEDS Faculty Annual Compensation Data: 2005-2006

	Professor	Associate	Assistant
HEDS Median	89,137	66,976	52,934
Whitman Avg.	94,176	71,676	56,120
Whitman Rank	45	40	48
HEDS n=	113	113	113

Figure 4.14

Family Leave Plan

The Family Leave Plan provides options for faculty members who request a reduction in their course-load to meet family responsibilities

Other Benefits

Other benefits include travel insurance, a moving allowance for newly hired faculty, and liability insurance.

“Panel of 14” Faculty Salaries 2005-2006

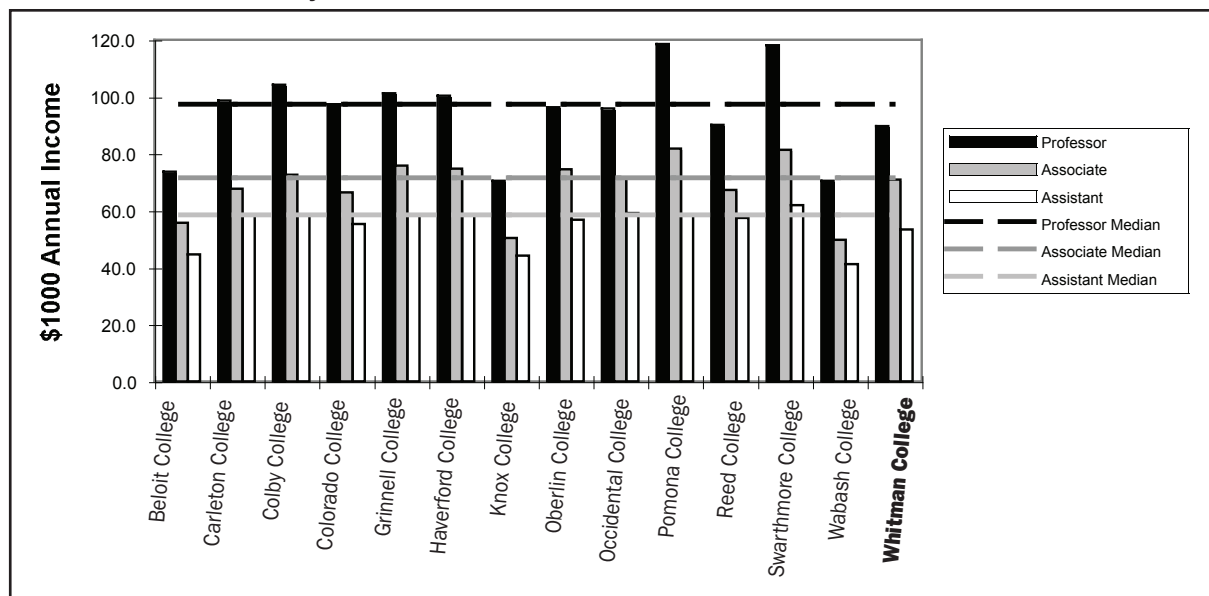


Figure 4.13

Although Whitman salaries are below the mean compared to the “Panel of 14,” the College’s benefits, which are a measure of overall compensation, are at the mean in this comparison group. See **Figure 4.15**.

IPED and HEDS figures are slightly different because of the way in which each survey defines “faculty.”

The College offers faculty a phased retirement option. Tenure-track faculty between the ages of 60 and 70 may reduce their teaching obligation to 50% of full-time for up to five years.

An additional benefit afforded faculty who have served the College at least 15 years is the Salary Continuation Program (SCP). This elective program releases tenure-track faculty aged 60 to 63 from their teaching obligation at 50% of their base salary and full benefits for up to five years depending on their exact age. At the end of SCP, the faculty member fully retires.

Analysis and Appraisal

In setting faculty salaries, the Dean of the Faculty has the difficult task of striking a balance between the considerations of merit and equity. Time in rank is one consideration in the Dean’s deliberations, but more important is faculty merit based on accomplishments in the areas of teaching, professional activity, and service over the preceding year.

Average Faculty Benefits “Panel of 14”

Institution Name	Avg. Faculty Benefits*
Haverford College	\$30,604
Carleton College	\$26,190
Swarthmore College	\$24,764
Pomona College	\$23,251
Occidental College	\$22,957
Colby College	\$22,894
Whitman College	\$22,811
Oberlin College	\$22,517
Wabash College	\$22,130
Colorado College	\$21,524
Grinnell College	\$20,928
Reed College	\$20,366
Beloit College	\$19,093
Knox College	Unavailable
“Panel of 14” Median	\$22,811
Whitman Rank	7
HEDS Consortium Median (n = 116)	\$20,114
Whitman Rank	32

Figure 4.15

The College's administration must also strike an institutional balance with regards to faculty salaries. For many years, the unofficial goal for average salaries, at least among faculty, has been to place Whitman salaries above the median in all ranks as compared to the "Panel of 14." The amount of funds in the faculty salary pool from year to year depends, however, on many factors: student enrollments, financial aid considerations, tuition increases, faculty retirements, and equity considerations.

Equity considerations come into play as entry level salaries rise in response to the aggressive recruitment of a highly qualified and diverse faculty. In the past several years, this has meant that second or third year faculty require larger than average raises in order to keep them from falling behind newly hired faculty. This puts pressure on the total faculty salary pool, with the end result being a faculty salary range across all ranks that is becoming increasingly compressed.

Whitman College is a private institution and individual salaries are not made public. There is some question and some concern that this might change as the College budget process becomes more transparent with the initiation of the President's Budget Advisory Committee.

While remaining below the mean of its self-identified comparison group, several of which are wealthier schools and schools located in areas of the country where the cost of living is higher than in Walla Walla, Whitman salaries remain competitive in individual ranks. This is borne out by the HEDS information on salaries. Nonetheless, there has been a concerted effort by the Dean of the Faculty and the President to raise salaries for the 2007–2008 academic year.

The College provides a generous benefits package. Within the "Panel of 14," Whitman is at the median for faculty benefits in 2005–2006. Among 116 schools in the Higher Education Data Sharing Consortium, Whitman's average faculty benefits were higher than about 75% of schools.

The Salary Continuation Program, which, according to the *Faculty Handbook*, "operates on the principal that a senior faculty member may be relieved of his or her teaching obligations at minimal net cost to the College if he or she is replaced by a faculty member at the entry rank," has proven to be a popular option for senior faculty. Over the past 10 years, while three faculty have gone on phased retirement and seven have retired, 21 faculty have elected the Salary Continuation Program.

Projection

The President, the Board of Trustees, and the Dean of the Faculty are committed to, and will continue to work toward, salary levels that ensure that the College can maintain its competitiveness in hiring highly qualified faculty.

Faculty Evaluation (4.A.5) and Policy 4.1 Faculty Evaluation

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 explained in the *Faculty Handbook*.

Tenure-Track Faculty Evaluation and Review

Annual Reviews

Each year, all tenure-track faculty must submit an *Annual Faculty Activity Report*. This report summarizes the faculty member's contributions in the areas of teaching, professional activity, and service during the previous year. It is used by the 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.

Personnel Reviews

Tenure-track faculty are typically reviewed for contract renewal in the fall of their second year after an initial appointment with a two-year contract. If this review is successful, they are given a two-year extension to their contract. Faculty are reviewed for contract renewal a second time early in the fall of their fourth year. Faculty who successfully complete this review are extended a third two-year contract. They 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 Personnel Committee to evaluate tenure-track faculty for tenure, promotion, and contract renewal and the Sports Studies/Foren-

sics track faculty for promotion and contract renewal (the Sports Studies/Forensics track is explained below). The Personnel Committee consists of six 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 President and the Dean of the Faculty sit as *ex-officio*, non-voting members 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 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.

Faculty are evaluated using multiple indices including letters from colleagues, student evaluations, evidence of professional activity, and self-evaluative activity reports. Individuals being reviewed request letters of support from colleagues, and all members of the candidate's department are asked to contribute letters. In order to assess the candidate's teaching, letter writers are strongly encouraged to observe the candidate's classroom teaching on at least two separate occasions. Faculty seeking tenure or promotion to Professor must provide to the Chair of the Personnel Committee the names of three established scholars, artists, or performers in the candidate's field outside of the College. Those 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 vita
- 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* provides clear guidelines for what is and is not considered professional activity. 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 Dean of the Faculty and the President along with a summary of the Committee's conclusions. In the case of a negative review for contract renewal, tenure, or promotion, the faculty member may request that the Dean of the Faculty appoint a review committee to investigate any violations of College procedures.

Beyond faculty evaluations for contract renewal, tenure, and promotion, faculty are systematically and regularly evaluated every five years by the Dean of the Faculty through the periodic review process. The evaluation is conducted by the Dean of the Faculty in consultation with the faculty member's Division Chair. Much like other faculty evaluations, the faculty member submits to the 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 Dean 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 Dean 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. Individuals being reviewed have the option of having their Division Chair present at this meeting.

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

At Whitman, faculty in Sports Studies and Forensics are evaluated somewhat differently than tenure-track faculty. The normal schedule for contract renewal and promotion in the Sports Studies and Forensics Track as set forth in the *Faculty Handbook* is as follows:

- three two-year contracts, during which the individual will hold the title Non-Tenured Assistant Professor of Sports Studies or Forensics
- promotion to Non-Tenured Associate Professor of Sports Studies or Forensics, after which the individual will receive five-year contract renewals
- after two five-year contract renewals, consideration for promotion to Non-Tenured Professor of Sports Studies or Forensics

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 Personnel Committee 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 (the categories of which are described in detail in indicators 4.A.8 – 4.A.10) 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 the *Faculty Handbook*.

Analysis and Appraisal

The College has clear procedures for faculty evaluation and the process for tenure and promotion. Policies are explained in the *Faculty Handbook*, and multiple meetings are held with all candidates undergoing review to ensure they understand the personnel process. Beginning in 2006, this includes a meeting early in the fall semester with all first-year tenure-track faculty.

The Personnel Committee is thorough and responsible. Each of the six members on the committee reads each candidate's materials and all his or her submitted student evaluations. The members of the Personnel Committee perform an arduous task that is nonetheless necessary and important.

In spite of the documentation in the *Faculty Code* and the efforts by the Dean of the Faculty to communicate to the faculty and candidates for review the nature of the personnel process, in the 2004–2005 Higher Education Research Institute (HERI) survey, 58.6% of respondents, about 15% of whom were not tenure-track faculty, agreed “strongly” or “somewhat” that “The criteria for advancement and promotion decisions are clear.” This is not a particularly strong number — comparison institutions on the HERI survey scored near 67%. See **Figure 4.16, page 112**.

There is a relationship between academic rank and whether a faculty member agrees the criteria for advancement and promotion is clear. See **Figure 4.17, page 112**.

Although additional longitudinal data are needed in order to determine whether this is a recurring condi-

tion (the question was included for the first time on the 2004–2005 HERI survey), the Dean of the Faculty must be continually aware that personnel decisions loom large in the life of faculty. Even so, clear communications and the prospect of a fair evaluation from one’s elected peers does not, however, quell a certain apprehension among some faculty, especially among the un-tenured faculty.

One source of apprehension is the notion of “shifting expectations” — the idea that standards for tenure and promotion change each year, most likely becoming increasingly rigorous. Members of the Personnel Committee serve staggered terms, and as such the members of the committee do change by a third each year. New members of the Committee may bring different perspectives and standards.

A second area of concern has to do with the evaluation of professional activity. The *Faculty Handbook* defines professional activity broadly, recognizing that it may take a “variety of forms.” This precludes the simple “counting” of publications and may leave the evaluation of scholarship to appear to be somewhat subjective. There is a concern among some faculty in the science division that although one condition of hiring is the expectation of conducting student/faculty research, that research, unless published, counts as teaching, not as research.

A third area of apprehension revolves around the practice of student evaluations. Although nearly all faculty acknowledge that student evaluations are important, some argue that they dampen classroom rigor. Faculty worry that if they are perceived as being “too hard,” they will receive less positive evaluations. The College has used two different methods of student evaluations in the past 10 years. The original evaluation took the form of a Likert Scale of “agree” to “disagree” bubbles and asked three specific questions about the “good” and “not so good” aspects of the course. The newer method asked students for written feedback to a set of questions about their learning experience. That system was used for about two years. For a number of

Percent of All Faculty Indicating that “The Criteria for Advancement/Promotion are Clear”

(from HERI Faculty Survey 2004-2005)

	N	%
Disagree Strongly	3	4.2%
Disagree Somewhat	27	37.5%
Agree Somewhat	27	37.5%
Agree Strongly	15	20.8%
Total	72	100%

Figure 4.16

Percent of All Faculty Indicating that “The Criteria for Advancement/Promotion are Clear” by rank (from HERI Faculty Survey 2004-2005)

	Agree	Disagree
Professor	77.3%	22.7%
Associate	53.6%	46.5%
Assistant	47.6%	52.4%

Figure 4.17

reasons, including the unfortunate paucity of written comments by students, and the unwieldiness of the process for the personnel committee, the faculty voted to return to the old forms.

Notwithstanding the perhaps natural apprehension that comes with being evaluated, the vast majority of faculty are reviewed positively. There have been only three denials of tenure in the last 10 years, and one of those was overturned by the Dean of the Faculty and the President. It may be that some resignations may have come from faculty who believed they would not be promoted, but that number is impossible to ascertain. See **Figure 4.18**.

In the 2004–2005 Higher Education Research Institute (HERI) survey, 100% of faculty respondents

Personnel Committee Results, 1997 through 2006

	Reviewed	Granted	% Granted
Contract Renewal	94	94	100%
Tenured	42	38	90%
Promotion to Associate	48	40	83%
Promotion to Professor	30	22	73%

Figure 4.18

reported that “Being a good teacher” was “important” or “essential.” With that level of commitment from the faculty; with the high standards for hiring and retaining excellent faculty; with rigorous, thorough, and timely reviews of faculty; with ample resources for instructional and professional development; and with a collegial environment where faculty cooperate rather than compete, it is not surprising that the vast majority of faculty reviews are positive.

Projection

The College will continue to maintain a rigorous and systematic evaluation of all faculty in order to ensure that the highest quality education is offered to Whitman students. The Dean of the Faculty will continue to work with faculty and the Personnel Committee to ensure that the personnel process is as transparent as possible and that all candidates for review understand the requirements and procedures for evaluation.

Whitman has a talented and dedicated faculty, but there will always be room for individual growth informed by new scholarship on teaching and learning. The College needs to continue its strong support for the Center for Teaching and Learning as one method of retaining and creating excellent teachers.

Faculty Recruitment (4.A.6)

The procedures for the recruitment and appointment of faculty at Whitman are clearly delineated in the *Faculty Code*, the *Faculty Handbook*, and directives from the Dean of the Faculty.

All tenure-track positions at the College are filled using a national search. Faculty position notices are placed in the *Chronicle of Higher Education*, *Academic Careers* (an online job placement service), the appropriate professional journal, and other locations as necessary. In an attempt to continue to diversify the faculty, chairs of search committees are required to report to the Dean of the Faculty and the Committee of Division Chairs the steps they will take to aggressively recruit a diverse pool of candidates. This includes contacting historically black, Hispanic serving, and Tribal colleges and universities to obtain lists of graduating doctoral students and contacting graduate directors of leading institutions with the largest number of graduating minority Ph.D.s.

After a search is authorized by the Dean of the Faculty and the Committee of Division Chairs, the Dean appoints a search committee. Committees typically include all the tenure-track members of the department plus additional faculty from outside the

academic division. The Chair of each division is a member of each tenure-track search committee in his or her division. The *Faculty Handbook* also specifies that each search will have “substantial participation from students.” After all applications have been received and reviewed by the search committee, the dossiers of five to six candidates are sent to the Dean with an indication of ranked preference.

Normally three or four candidates are brought to campus where they spend at least two days meeting with members of the search committee, students, the Dean of the Faculty, and the President. Candidates make at least one public presentation and are often asked by the department to make a second presentation, such as teaching a class or giving a recital. All interested faculty and students are invited to attend these presentations and the Committee of Division Chairs attend at least one of each tenure-track candidate’s presentations.

Search committee recommendations, along with student input, are forwarded to the Dean of the Faculty, who consults with the Committee of Division Chairs. The Dean, in consultation with the Committee of Division Chairs, reserves the right to reject the search committee’s recommendation. Ultimately, all appointments to the faculty must be approved by the President.

Whitman has a policy of allowing for shared tenure-line positions. The *Faculty Handbook* describes the procedure for dividing an existing position or accepting two applicants for one open position. In all cases of shared positions, both candidates must be judged to be highly qualified for the position. Currently, there are seven shared positions at the College, all held by married couples, in the departments of Politics, English, French (2), Mathematics, Chemistry, and Biology. A second shared position in Biology will be added in 2007–2008.

Analysis and Appraisal

The College is committed to recruiting and appointing an excellent faculty. The procedures for this process are clearly articulated in faculty publications. All advertisements are approved by the Dean of the Faculty in consultation with the Committee of the Division Chairs, and the Dean meets with the Chairs of all search committees at the beginning of each year to review those procedures.

Whitman is committed to ensuring that each search contain a number of qualified, underrepresented populations in its candidate pool. To that end, the

Whitman College wishes to reinforce its commitment to enhance diversity broadly defined, recognizing that to provide a diverse learning environment is to prepare students for personal and professional success in an increasingly multicultural and global society. In their application, candidates are strongly encouraged to address how they can contribute to diversity, a core value of the Whitman College community....

— from the template for tenure-track job announcements

Dean has required that search committees be more proactive in their recruitment efforts in order to attract a large and diverse group of candidates. The Dean and the Committee of Division Chairs have created a template for all tenure-track job announcements which contains the language in the inset box above.

One challenge the College faces in hiring faculty is the issue of “trailing partners” (discussed in 4.A.1). One way to address this situation has been the willingness of the College to split positions, allowing a couple to share equally one position. In the past 10 years, the College has increased the number of shared positions from two to eight (including the one that begins fall 2007) and plans to continue this innovative and beneficial program, which it began in 1978.

Job splitting helps only couples within the same academic discipline, however, and the President and the Dean of the Faculty continue to explore ways in which to address the issue of partners with different academic backgrounds and those who have careers and interests outside of academia. There has been success with hiring partners as adjuncts to teach in the College’s General Studies program, and a number of faculty partners are employed in staff positions at the College, at least four of whom are in director level positions.

Clearly there is competition among colleges and universities for excellent faculty. Many, if not most of the individuals selected by search committees are also asked to interview at other institutions. One strategy the College has implemented, which appears to have been quite successful, is to begin the search process much earlier in the academic year. This practice is now routine for nearly all searches except those that must rely on the timing of a national meeting to hold initial interviews with prospective candidates.

The College takes seriously its obligation to conduct searches in an equitable and legal manner. The chairs of all search committees meet with the Dean

of the Faculty to review the College’s recruitment and hiring policies, found in the *Faculty Handbook*. At that meeting, the Director of Administrative Services gives a presentation on how to conduct legal interviews. This information is then passed on to other members of the search committees, especially the students, by the search committee chairs.

Projection

Whitman will continue to recruit and appoint only the most qualified faculty who demonstrate a commitment to teaching, professional activity, and service in the larger context of a liberal arts environments, and more specifically, to the mission of Whitman College.

Understanding that a highly qualified faculty must also be representative of the diverse nature of its students and society, the College will actively recruit highly qualified candidates who can contribute to the overall diversity of the College.

Academic Freedom (4.A.7)

Whitman College guarantees academic freedom for its faculty. Academic freedom is also protected through Whitman’s system of faculty governance granting the faculty the sole 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

The *Faculty Code* explicitly states:

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.

methods they employ. In the 2004–2005 HERI Faculty Survey, 84.3% reported being “satisfied” or “very satisfied” with the “Opportunity to develop new ideas.”

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. 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.

Analysis and Appraisal

No complaint of a violation of academic freedom has been made in recent memory. In the 2004–2005 HERI Faculty Survey, under the category of “Aspects of your job,” 94% of faculty respondents reported being “satisfied” or “very satisfied” with their “Autonomy and independence”; 84.3% reported being “satisfied” or “very satisfied” with the “Opportunity to develop new ideas.”

Projection

Whitman College will continue to foster and protect academic freedom for faculty in their teaching and in their research.

Part-time and Adjunct Faculty (4.A.8–10)

The College relies on a number of qualified non-tenure-line faculty to augment the tenure-track faculty to replace sabbaticals, staff overloads, or fill in for vacant tenure-track positions. The College differentiates between three types of non-tenure-track faculty:

Lecturers and Senior Lecturers

Lecturers are members of the full-time, continuing faculty. They are not eligible for tenure but are employed on yearly renewable contracts. Lecturers are usually not required to have the terminal degree in their fields, although an appropriate Master’s degree will usually be required.

Visiting Instructors and Visiting Assistant Professors

These are individuals in temporary full-time teaching appointments. Visiting Assistant Professors have received the terminal degree in their fields while

Visiting Instructors have not received such degrees. Visiting Instructors and Assistant Professors may be employed full time at the College for no more than five years.

Adjunct Instructors and Adjunct Assistant Professors

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

All new non-tenure-track faculty are expected to participate in the same orientation activities as new tenure-track appointments, and no distinction is made between the two groups. During orientation, they receive the information they need, both academic and administrative, to perform their jobs. Whitman hires more than a dozen 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 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*.

Analysis and Appraisal

The contributions of non-tenure track faculty are essential to the academic program of the College. Because of the College’s generous sabbatical program (see 4.B.5 below), in any given year there may be more than a dozen full-time instructors substituting for tenure-track faculty. This is in addition to a host of others who fill various teaching roles at the College. It has been difficult to address all these non-tenure-track faculty as a group since their roles and responsibilities to the College vary so greatly. For example, the College has several Senior Lecturers who have worked full-time for the College for many years and are valued colleagues. On the other hand, the College employs some faculty who may only teach one course one semester. The reorganization of titles and evaluative procedures

implemented by the Dean of the Faculty and the Committee of Division Chairs in 2005–2006 has gone a long way toward simplifying and clarifying the roles of the different non-tenure-track faculty and detailing evaluation procedures.

The College makes greater use of adjunct faculty than many of its comparison peer institutions — most likely because of its sabbatical program. During the 2005-2006 year, 73% of the faculty on campus were tenured or tenure-track. This was the lowest percent in the “Panel of 14,” where the median was 81% tenured or tenure-track. Although this is not a major problem — the College is diligent in ensuring the quality of non-tenure-track faculty — the College has converted several temporary positions to tenure-track positions over the past several years and is planning to continue to do so in the future (see 4.A.1).

Recognizing that non-tenure track faculty are indeed colleagues in the educational mission of the College, there have been a series of on-going discussions between the Dean of the Faculty and the non-tenure track faculty to address a number of concerns. In particular, non-tenure track faculty wonder about the degree to which they will be replaced as departments replace temporary faculty with permanent sabbatical replacements; the possibility of some non-tenure track faculty being allowed some sort of sabbatical or leave program; the role of non-tenure track faculty in faculty governance, specifically, whether they may vote or serve on committees; the nature and implementation of the non-tenure-track evaluative process; and policies regarding compensation.

In fall 2006, the Dean of the Faculty sent a message to all department and program chairs requesting that they “initiate an exchange among their colleagues in order to secure some consensus” concerning the role of non-tenure track faculty in various departmental affairs. It is unclear at this point where these or larger institutional discussions will lead. What is important is that these discussions are being held and that non-tenure track faculty have the opportunity to express their views and concerns.

Projection

Regardless of its efforts to create permanent sabbatical replacements, the College will undoubtedly need to continue to employ non-tenure-track faculty. The College will continue to hire well qualified individuals for these positions, will both orient and evaluate them to ensure the quality of the academic program, and will respect and treat them as educational colleagues.

Scholarship, Research, and Artistic Creation (4.B)

Professional activity and growth ranks second to teaching in the evaluation and advancement of faculty. The College expects faculty to conduct high quality professional activity, recognizing that such professional activity may take many forms. Faculty scholarship and professional activity are supported by grant opportunities, awards for student/faculty research, access to funds through the Aid to Scholarship and Instructional Development (ASID) program, and a generous sabbatical program. Where appropriate, new faculty are awarded start-up funds to begin their research. Start-up funds in the past five years have ranged from \$10,000 for some faculty in the humanities up to \$100,000 for some science faculty.

Professional Activity (4.B.1–3)

It is the expectation of the College that all tenure-track faculty will participate in scholarly activity. All advertisements for faculty positions at the College state that teaching and research are expected, and applicants are asked to provide a statement concerning their scholarly agenda. When candidates for positions are brought to campus, most often they are asked by the department to give a presentation reflecting their professional activity. Excellence in professional activity and growth, broadly defined to be appropriate for an undergraduate liberal arts institution, is essential for promotion and tenure. Although excellence in teaching ranks as the most important criterion in faculty evaluation, excellent teaching alone is insufficient for advancement. Faculty at Whitman are considered to be teacher-scholars and must be professionally active in their fields as well as excellent teachers.

Over the past decade, Whitman faculty have engaged in an impressive amount of scholarship and artistic creation: they have authored and edited books, published articles in the premiere journals in their respective fields, exhibited artwork and performed in venues across the country. Faculty play active roles in their professional organizations, and with support from the College (see 4.B.4), routinely attend one, and often two, professional conferences each year. Faculty are actively involved in grant writing, receiving grants and fellowships from numerous national foundations including the National Science Foundation, the National Endowment for the Arts, the PEW Charitable Trust, and the William and Flora Hewlett Foundation.

Student/faculty research is highly valued by the College, reflecting its mission to promote “rigorous learning and scholarship.” Often with support from the College in the form of Summer Research Awards and Perry Summer Research Scholarships (see below), many faculty publish and/or present academic papers co-authored with their students at national meetings and conferences. For example, in the summer of 2006, 12 student/faculty teams used Perry Awards to work on student/faculty collaborative research projects. In the summer of 2007, 18 faculty and 23 students from across campus will use Perry Scholarships to support their collaborative efforts. In the sciences, seven faculty will work with 14 students to conduct collaborative research funded by the Summer Research Awards.

Whitman faculty are free to conduct research and engage in artistic creation as they see fit. There are no restrictions on professional activity other than the ethical considerations addressed by the Studies Involving Human Subjects Committee and the Animal Care and Use Committee.

Resources for Research (4.B.4)

The College is well aware that to expect excellence in professional activity, it must provide faculty with the necessary resources to conduct their research, experiments, writing projects, performances, or artistic creations.

Over the past decade, the College embarked on an impressive expansion of its physical facilities that have enhanced both the teaching mission of the College and the opportunities for the professional activity of the faculty. Projects have included:

- \$6 million renovation of Hunter Conservatory, which included state-of-the-art multimedia facilities in 1988
- \$12.4 million expansion of Penrose Library in 1999–2000
- \$20 million expansion and renovation of the Hall of Science in 2003, which included several state-of-the-art research labs
- \$10 million Baker Ferguson Fitness Center and Harvey Pool
- \$15 million Center for Visual Arts, which broke ground in spring 2007

Beyond its excellent physical facilities, the College also provides numerous financial opportunities for faculty development, growth, and renewal. These opportunities include:

Funds for Scholarship and Instructional Development

Aid to Scholarship and Instructional Development (ASID) funds assist both scholarship and instruction and are available to all continuing members of the instructional staff. The funds are most often used to travel to academic conferences or to support research activities that may also include travel. Faculty requests for funds are reviewed by a committee consisting of one elected faculty from each of the three academic divisions, the three Division Chairs, and the Dean of the Faculty. Dollar amounts granted to faculty depend on the nature of the request and the overall ASID budget for the year. These amounts vary by year; the average amount awarded in 2006–2007 was approximately \$2500.

All visiting full-time Instructors and Professors are awarded \$1,200 in travel funds as part of their contracts.

Grants from External Sources

The Development Office provides advice and assistance in finding external sources of support for a wide range of academic activities. Examples of recent grants include additional start-up funds for a faculty member in chemistry to begin his student/faculty research program and funds to support the hiring and subsequent research program of an Asian Art Historian.

Student/Faculty Research Awards

The College provides a number of awards to foster student/faculty collaborative research, often during the summer. These awards described in the *Faculty Handbook* include:

1. Summer Research Awards in the Sciences

There are several funding sources to support collaborative research by students with faculty members in the sciences. Approximately 10 grants are awarded annually for approximately \$8,000 each in stipends and supplies to be divided between the student and faculty member.

2. Louis B. Perry Summer Research Scholarships

The purpose of the Perry Summer Research Scholarships is to encourage tenure-track faculty to recruit and employ Whitman College students (typically in their sophomore or junior summers) to join them as junior collaborators in their professional scholarship and research. Approximately 15 scholarships are awarded annually for about \$8,000 each in stipends

and supplies to be divided by the student and the faculty member.

3. Abshire Awards

The Sally Ann Abshire Research Scholar Awards are awarded to students to assist Whitman professors in their scholarly pursuits during the academic year. Annually eight or nine students each are awarded a scholarship of about \$800.

Sabbatical Program (4.B.5)

In addition to excellent physical resources and liberal financial support for professional activity, the College offers faculty a generous sabbatical program.

All tenure-track faculty and those on the Sports Studies/Forensics track are eligible to apply for a one-semester sabbatical at 100% of salary following four years of full-time teaching; a one-year sabbatical after four years of full-time teaching at 82% of salary; or a one-semester sabbatical after four semesters of full-time teaching at 82% salary.

Sabbatical proposals are evaluated by the Dean of the Faculty and Committee of Division Chairs and are granted based on the merit of the proposal and the evaluation of the success of prior sabbaticals. Not all requests are approved. Faculty members returning from sabbatical must submit a sabbatical report to the Dean of the Faculty and are expected to give a public presentation reporting the accomplishments of the leave. There is the expectation that faculty will serve the College at least two semesters after a sabbatical leave has been granted.

The College sabbatical program remains a popular and much used resource for faculty. The following chart shows the number of faculty who have taken sabbaticals in the past several years. See **Figure 4.19**.

The popularity of the sabbatical program has created a situation where, each year, the College must hire a number of temporary faculty to replace regular faculty on sabbatical leave. Although there is a move to replace some temporary faculty with tenure-track faculty as a means to require fewer sabbatical replacements, the College has the necessary structures and procedures in place to handle a host of new one-year temporary faculty each year. These new faculty participate in all the new faculty orientation programs and find welcoming and supporting departments in which to work.

Sabbaticals Approved 2000-2001 to 2007-2008

Academic Year	Full Year Sabbatical	Semester Sabbatical
2000 - 2001	7	10
2001 - 2002	6	17
2002 - 2003	7	15
2003 - 2004	8	11
2004 - 2005	3	17
2005 - 2006	6	23
2006 - 2007	7	20
2007 - 2008	6	20

Figure 4.19

Research, Mission, and Academic Freedom (4.B.6-7)

The College defines professional activity broadly and recognizes that in the context of a liberal arts setting professional activity will take a variety of forms. Regardless of the funding source, faculty are encouraged and supported in setting their own research agendas within the scope of their own disciplines. With a strong tradition of faculty governance comes a strong commitment to academic freedom. Faculty professional activity is reviewed for its quality, not its subject matter. No restrictions on the academic freedom of the faculty are imposed, formally or informally, by the administration.

Analysis and Appraisal

In great part, the professional activity of the faculty at Whitman is in the service of their teaching, consistent with the College’s mission. Collaborative research with students is both valued and supported with grants such as the Perry, Abshire, and summer research awards. The College celebrates faculty scholarship in various College publications, through book signings at the College Book Store, by a “Whitman Authors” bookshelf prominently placed in the foyer of the Library, and in the Admission Office reception area. Faculty art is displayed across campus and numerous musical and theatrical performances involving faculty occur over the course of the year.

Faculty are free to pursue the lines of inquiry or the means of artistic expression they determine appropriate within the scope of their academic or artistic discipline, and the College feels no need to adopt any

policies or procedures that would in any way limit appropriate faculty professional activity. There is, of course, the expectation that the professional activity of a faculty member will broadly concern his or her discipline in order for that scholarship to count in the formal faculty review process.

Although faculty may set their own research agendas, there is the concern for the ethical conduct of that research. The College's Studies Involving Human Subjects Committee (SIHSC) and Animal Care and Use Committee serve to monitor and educate faculty and students concerning the humane and ethical aspects of research.

There has been some concern by the Studies Involving Human Subjects Committee that there is no campus-wide consensus on what types of research actually need to be submitted to and cleared by the committee. At present, submissions to the committee are voluntary. The committee is in the process of drafting a new policy that will require submission of all research studies involving human subjects, by faculty or students, and also that will help educate the faculty and students about the appropriate procedures and protocols involved with this type of research.

Perry and Abshire Research Awards have done a great deal to foster and encourage student/faculty research, an activity highly valued by the institution. However, it is the Aid to Scholarship and Instructional Development (ASID) that has the greatest impact on faculty scholarship and instructional development. With a budget that has averaged nearly \$200,000 a year over the past six years, ASID awards fund the requests of more than 100 faculty each year for travel to professional meetings (often more than one) and aid for scholarly activity and instructional development.

The amount of professional activity by the Whitman College faculty has increased in the past decade and has reached an impressive level — College faculty exemplify the liberal arts ideal of the teacher-scholar. For all the scholarly activity that takes place on campus, however, the College has not been systematic in collecting and celebrating those accomplishments. In 2006, the Chair of Division II, Humanities and Arts, published a booklet detailing the faculty publications, performances, and exhibitions by members of his division in 2005. The list is a good example of the professional work accomplished by Whitman College faculty: three books, five edited volumes, 40 articles by 19 separate faculty, 33 exhib-

its and performances by eight faculty, and the receipt of five grants and fellowships. It is anticipated that this yearly cataloging of faculty accomplishments will continue and will be implemented by the other two academic divisions as well.

Student/faculty collaborative work is increasingly visible at the College. The Sociology Department, for example has between four and six students each year present conference papers co-authored with faculty. In the Psychology Department, the number is as high as 15. In the Sciences, approximately 80% of Whitman science faculty regularly have student co-authors on peer-reviewed publications.

A comprehensive list of faculty publications, exhibits, performances, and grants is available in the Accreditation Exhibit Room.

Beyond the benefit faculty research has in informing their teaching and in the educational mentoring of their students, the publications, artistic creations, and grants of Whitman faculty have also benefited the public sphere. Two prime examples are the 2005 and 2006 "State of the State for Washington Latinos" student/faculty collaborative projects that garnered the attention of Washington reporters, legislators, and Latino activists.

More professional activity, however, requires more financial support. This is especially true as the College begins a serious commitment to new programs. Global studies, for example, will require the need for more international travel for faculty. This increased need for support has put some strain on the ASID budget. In 2005–2006, although the budget had increased, factors such as a deficit in the ASID budget in the previous year, an increase in faculty and faculty requests, and the increased cost of travel actually decreased the maximum amount awarded to individual faculty. In response to a faculty resolution requesting an increase of "at least 30 percent," the ASID budget was increased for the 2006–2007 academic year 36%, and the maximum award to each faculty member was substantially higher than the previous year. As preparations go forth in crafting the College's 2007–2008 budget, the Dean of the Faculty has requested an additional 15% increase in the funds for scholarship and instructional development.

Another financial resource for faculty is the College Development Office. The Corporations and Foundations Director conducts grant writing workshops for faculty and provides information and input to faculty developing personal research proposals to private

and federal grantmakers. Many of the institutional grants the College seeks provide equipment or other resources relevant to individual faculty research projects.

Projection

Whitman College is committed to supporting a faculty of teacher/scholars and will continue to fund

faculty professional activity through various mechanisms and the sabbatical program.

Closer cooperation between the College's development office and faculty will aid faculty in securing outside funding for research.

The College will continue to emphasize the importance and value of student/faculty research.

Standard Five — Library and Information Resources

Whitman College has an award-winning Library and a sophisticated Office of Technology Services. Although the Library and the Office of Technology Services often work collaboratively to provide support for teaching, learning, and scholarship, the two have their own unique functions and are administered independently. The Library is managed by the Director of Penrose Library, a position that reports to the Dean of the Faculty, emphasizing its academic mission. The Office of Technology Services is administered by the College's Chief Technology Officer, who is one of the President's senior administrators.

Because the Library and the Office of Technology Services operate independently in the College's administrative structure, they will be addressed in two different sections in this document, beginning with the Library.

Penrose Library

Purpose and Scope (5.A)

Penrose Library and library staff serve an important role in the academic, intellectual, and social life of Whitman students and faculty and in fulfilling the College's mission to provide "an excellent, well-rounded liberal arts and sciences undergraduate education." The Library is an exceptional space for study and learning; it provides a wealth of print and electronic resources and services that enable students to engage in intellectual and creative exploration. The faculty rely on the Library to provide the materials that support their research and inform their classroom teaching.

The Library's mission statement acknowledges its essential role in the Whitman liberal arts curriculum.

Penrose Library serves 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.
— Penrose Library Mission Statement

Located at the center of the Whitman campus, Penrose Library, named in honor of the third president of the College, Stephen B. L. Penrose and his wife, Mary Shipman Penrose, is a four-story, open-stack facility that has the distinction of being one of the few libraries in the nation that is open 24 hours a day, seven days a week, during the academic year.

The original Penrose Library building was completed in 1957 and provided 40,000 square feet for study spaces, materials, and staff offices. The Elbridge H. Stuart Wing was built from 1972-1974, adding 69,000

square feet, and in 1999 the Library underwent a \$12.4 million renovation and expansion, adding an additional 24,000 square feet of usable space. This latest building project created an open and inviting environment with increased student seating, room for the expansion of collections, and accommodations for new program areas.

Resources, Services, and Collection (5.A.1–3)

The primary purpose of the Penrose Library is to provide information resources, such as books, journals, archival collections, and digital resources, to sustain the College's academic programs and the faculty's scholarship and pedagogical needs. The Library's physical collection, as of January 1, 2007, consists of nearly 400,000 titles including 4,200 print journal titles, 2,000 eBooks, a video collection of more than 6,000 titles, and a new Popular Literature collection of about 200 titles. The collection encompasses traditional library material as well as significant collections of maps, government documents, playbills, and juvenile literature. The Library's Archives and Special Collections consist of 3,500 linear feet of college archival materials, the Northwest Manuscript Collection, and numerous rare books.

Beginning in 1997, access to traditional library materials for Whitman students and faculty has increased greatly with the Library's direct participation in the Orbis Cascade Alliance. A major service component of the Alliance is the development of a shared union catalog (Summit) among 33 participating institutions. The Summit catalog allows Whitman library patrons to request materials from other participating institutions and receive them via courier within 48 hours. Summit provides access to more than 27 million items and has been well used by Whitman students and faculty. In 2006, nearly 8,000 borrowing requests were made through Summit and nearly 6,500 items were loaned by Whitman.

The past decade has seen explosive growth in the use of digital information resources in the form of electronic books, journals, and bibliographic and full-text databases. These resources allow students and faculty to study and work in a virtual information environment beyond the bounds of the College's physical location. Among these are ARTstor, Historic *New York Times* and *Los Angeles Times*, JSTOR, LexisNexis, *Oxford English Dictionary*, ProQuest Research Library, and Web of Science.

Penrose Library works collaboratively with the Office of Technology Services to house a wide variety of electronic equipment for students and faculty use that facilitates their access to the Library's physical and virtual collections. Computers are situated throughout the Library and laptops are available for checkout. Wireless and Ethernet connectivity exists throughout the building allowing students and faculty to connect to the Internet with their own computers. Printing is available via three different networked high-speed printers and the cost of printing is underwritten by the College.

The Library has media rooms that contain equipment for the viewing of videos and DVDs. The Library also provides photocopiers, a fax machine, and a scanner for public use. Several microfilm readers/printers and a microform scanner allow access to the microfiche collection. The Library also has an Adaptive Technology room with special equipment and software for students with visual or hearing impairments.

While the Library houses most of the materials that support the College's academic programs, there are several instances where departments maintain distinct collections for students enrolled in those major fields of study. For example, a substantial collection of sound recordings and printed music exists in the Music Library in the Hall of Music, a slide collection supporting studies in art is housed in Olin Hall, and a collection of maps used in geology is housed in the Hall of Science. Additionally, the Career Center maintains a library that includes relevant books and publications. All of the books in the Career Center are included in the Penrose Library online catalog with the location listed as "Career Center."

Information Resources and Services (5.B)

Selection and Acquisition (5.B.1)

The Penrose Library collection is developed with the assistance of Whitman faculty. Consisting primarily

of books, journals, archival collections, and digital resources, the collection has been built to sustain the academic programs and faculty scholarship. To facilitate acquisitions, each department is allocated funds for the provision of library materials, and faculty are encouraged to suggest titles for purchase directly to the Library's collection development staff.

The Library also relies on a written Collection Development Policy that assists in identifying, defining, and guiding the development priorities of the collection. The Library is developing plans to implement a revision of the policy in light of its age and the introduction of new interdisciplinary academic programs and majors.

Finally, the Library staff makes use of professional journals and other resources that augment the librarians' knowledge of the curriculum and provide critical reviews of potential materials to ensure that they provide scholarly value.

Most of the Library's collections are organized by the Library of Congress classification system. Exceptions include the print journal collection arranged alphabetically by title, the government document collections arranged by the Superintendent of Documents (SuDoc) classification number order, and the manuscript collections organized according to archival conventions and standards.

The Library's collections have continued to increase over the past last 10 years to meet the needs of students, faculty, and the College's expanding liberal arts curriculum. The number of new titles added each year for the past 10 years has remained consistently above 10,000. Expenditures for electronic resources have been especially strong. Over the past 10-year period, expenditures for electronic resources have increased an average of 16% annually.

The number of scholarly and popular journal titles available has also increased significantly. Electronic access is available for more than 20,000 titles providing students and faculty the flexibility to access them on or off-campus and even while traveling or studying abroad.

Use of Resources (5.B.2)

To improve the effective use of the Library, the College's librarians provide instruction to students and faculty in the independent use of library resources. Students may elect to take a one-credit course *Library 100: Use of the Library*. Reference librarians and paraprofessionals are available at the Reference Desk during peak hours, where they

answer more than 300 research questions per month in addition to miscellaneous directional, electronic, equipment, informational, and phone queries. The reference librarians are also available for individual consultations with students as they prepare for the research and thesis components of their Senior Assessment in Major.

In the spring of 2003, Penrose Library was awarded a \$110,000 information literacy grant from the Andrew W. Mellon Foundation to foster communications between librarians and teaching faculty. The goal of the grant was to change the Library's bibliographic instruction program into a collaborative program of information literacy instruction, using as a model the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards.

As part of the Mellon grant, Library staff held workshops for faculty in seven academic departments. As a result, the departments that participated in the grant project have seen significant increases in the number of scholarly articles used by their students. Those seven departments are currently responsible for 76% of the most heavily accessed full-text journals in Penrose Library.

Systemic Development Policies (5.B.3)

The Library has developed and routinely revises policies and procedures for the development and management of the collection. Policies that directly affect patrons are available through the Library's Web page.

Faculty members have made significant contributions to the development of the collection throughout the years. However, to take a more proactive role in establishing lines of communication between the Library staff and faculty, a Library Liaison program is being implemented. Each librarian will be assigned as a liaison to one or more academic departments and will be expected to serve as a resource/consultant for the department to effectively promote library collections and services. The goals of the liaison program include: enhancing the Library's collection and services; developing an awareness of faculty needs for teaching and research; promoting the use of library collections, resources, and services; expanding the Library's role in supporting teaching and learning; and fostering library/academic department collaborations.

Faculty, Staff, and Student Participation (5.B.4)

The Library staff strive to provide outstanding service and collections, and actively promote the involvement of students and faculty in shaping and assessing the Library's collections and services to meet the needs of the Whitman community.

The Library Advisory Committee, appointed by the Dean of the Faculty and composed of faculty, students, the Director of IT Support Services, and the Director of Penrose Library, meets regularly during the academic year to consult on the development of library policy and to provide feedback and advice on library-related issues. The Library periodically surveys students to inform policy and improve services. In addition, faculty routinely serve as search committee members for professional hires in the Library.

To increase awareness of library services and collections within the Whitman community, a Library Newsletter was created; the first issue was released January 2007. It is distributed via email on campus and posted on the Library's Web site.

Facilities and Access (5.C)

Accessibility (5.C.1)

In 1997, Penrose Library became one of the first college libraries in the nation to be open 24 hours a day, seven days a week. Even now, Whitman remains one of only a few colleges to offer students 24/7 access to the Library, providing students and faculty with virtually unlimited access to the Library's substantial resources (see 5.A.1-3)

In 1999, the Library underwent an extensive remodel and expansion. The seating capacity of the Library was increased to accommodate 40% of the student body (560 seats). The number of rooms available for group study more than doubled. The Library added a prominent reading room for quiet study, a secure archival vault, a café, and new, larger study tables and carrels. Handicapped ramps were added for both public and staff access to the building, making the Library ADA compliant. The Center for Teaching and Learning (CTL) was placed in the Library, and the Center and the Library share a seminar room for CTL functions and Library instruction.

Cooperative Arrangement (5.C.2)

Penrose Library became a member of the Orbis Cascade Alliance in February 1997. Active member-

ship in the Alliance allows students, faculty, staff, and librarians to order any of 8.8 million titles representing 27 million items from 33 member institutions across Oregon and Washington. Through the Alliance courier service, items are usually delivered within 48 hours.

To complement its collection, Penrose Library also makes additional materials available through interlibrary loan. This service enables students and faculty to obtain books and journal articles from libraries throughout the world. Through the current use of the Ariel online interlibrary loan system, the Library is able to request and receive digitized articles, typically in a matter of a few day's time, which can then be accessed directly from the user's computer. The Library has reciprocal interlibrary loan agreements with members of Orbis Cascade Alliance, the Northwest Association of Private Colleges and Universities: Libraries (NAPCU), local Walla Walla area libraries, and the Oberlin Group.

Personnel and Management (5.D)

Staff (5.D.1-2)

The Library employs seven professional librarians, 13 paraprofessionals representing 10.11 FTE (five paraprofessionals are part-time employees, who work at the circulation desk covering nights, early mornings, and weekends), and six (FTE) student helpers. The Library's newest staff addition was a Reference/Information Literacy Librarian in September 2006. The librarians all hold master's degrees from American Library Association accredited universities. Five of the 13 paraprofessional staff have earned either a bachelor's or master's degree.

Professional Development (5.D.3)

The College and Penrose Library provide opportunities for professional growth and enrichment for the entire Library staff. Dues for membership to the professional organization of their choice are paid for each of the librarians from the library budget. The Library also makes funds available for librarians to attend one national conference per calendar year and regional meetings on a regular basis. The Library grants release time for participation in most professional activities. Paraprofessional staff are encouraged to attend regional workshops and training sessions whenever appropriate and to make use of College-sponsored opportunities such as computer training workshops.

Library staff also attend Center for Teaching and

Learning events and workshops and the College's Faculty Forum, a weekly lunch-time lecture series in which faculty present their research.

Organization (5.D.4)

The Library is administered by the Director of Penrose Library, who reports to the Dean of the Faculty. Library staff report to the Director.

Librarians are organized by broad position descriptions and administer their commensurate departments. In addition to the Director of Penrose Library, the librarians include an Archivist and Special Collections Librarian, a Catalog and Systems Librarian, a Collection Development Coordinator, and three Reference and Information Literacy Librarians. Paraprofessional library assistants provide basic support for library operations, including circulation functions, technical services tasks, administrative support, and interlibrary loan. Student library assistants provide additional support.

Following an intensive period of Library staff discussion, a reorganization of the library staff was accomplished in the fall of 2005. The goals of the reorganization were to provide more efficient service, strengthen the role of library instruction, increase the security of library patrons and materials, and provide appropriate staffing during all open library hours. Progress toward these goals was accomplished by taking advantage of a staffing vacancy, re-assigning some staff responsibilities, and shifting salary savings from the retirement of a long-serving staff member. The staffing reorganization will be assessed in 2007 to determine how well it is working and what adjustments, if any, need to be made.

Curricular Development (5.D.5)

When new or altered courses or programs are proposed by academic departments or programs, the proposals, which must be approved by the academic divisions, the Academic Council, and the faculty as a whole, must include a rationale and an explanation of resource implications — primarily those impacting the Office of Technology Services and the Library. It is the responsibility of the faculty to consult with the Library staff on possible new resource needs.

To inform the Library staff of resource needs, Academic Council minutes are made available to the Director of Penrose Library. The Director is also invited to attend faculty meetings where all curricular changes and additions are approved by the faculty as a whole.

Financial Support (5.D.6)

Financial support for the Library has increased 29% over the past 10 years, increasing from a total annual budget of \$1,659,996 in 1997-1998 to \$2,144,834 for 2006–2007. About two-thirds of the Library’s budget is drawn from endowment income, which in past years has fluctuated with the financial markets. In fiscal year 2006–2007, personnel costs were projected to amount to nearly 36%, or \$800,000, of the library budget. Library materials, primarily books and paper journals, account for another 43%, slightly more than \$900,000. Additionally, the Library spends more than \$150,000 annually for electronic subscriptions to databases, journals, and other digital resources.

Inflationary increases of print and electronic resources as well as the need to support new programs increasingly strain the purchasing capability of the Library’s budget. The Library’s ability to purchase books and journals has decreased over the last decade with budget increases not keeping pace with increasing costs. While additional funding was allocated to the Library in the 2005, 2006, and 2007 fiscal years, these have not compensated for the years of no growth. Continued work with the administration and development staff is needed to develop plans and opportunities to enhance the overall financial support for the Library.

Planning and Evaluation (5.E)

Library Planning (5.E.1)

In June 2005, the Library staff re-evaluated the planning and evaluation process to assess the extent to which the Library could further support the liberal arts mission of the College. The planning process culminated in the *Penrose Library Assessment Plan*, which included strategic planning, evaluation, and assessment goals and measures. A new Library mission statement and guiding principles were drafted that clarify the functions of the Library, its support for teaching, learning, and scholarship, and the guiding principles for delivering content and services. The plan was approved by the College’s Library Advisory Committee.

Regular staff meetings facilitate communication and planning for the Library. In addition to these meetings, librarians attend a weekly meeting for in-depth planning and evaluation.

Students and faculty are also involved with planning and evaluation of the Library and its services through the Library Advisory Committee. The Committee is regularly consulted on all major proj-

ects of the Library, such as the creation of the new mission statement and guiding principles and the *Penrose Library Assessment Plan*.

Linkages (5.E.2)

The Library has a collaborative relationship with Whitman College Technology Services (WCTS) that facilitates the integration of instructional technologies with data networks. WCTS hosts and maintains servers for the Library’s III Catalog system, e-Reserves Docutek system, and EZproxy, which is used for database authentication services. The Director of IT Support Services is a member of the Library Advisory Committee, and the Director of Penrose Library is a member of Technology Services’ Academic Information Technology Group (AITG).

Evaluation (5.E.3)

The Library conducts regular and systematic evaluations of the quality, adequacy, and utilization of its resources and services. In the most recent periodic Library Survey, conducted in 2006, 95.2% of the respondents reported they were either “very satisfied” or “generally satisfied” overall with Penrose Library. In 2006 HEDS Senior Survey, 96.1% of seniors surveyed reported they were satisfied with library services, with 67.1% stating that they were “very satisfied.” Likewise, 95.8% of seniors in the same survey reported being either “very satisfied” or “generally satisfied” with the Library’s facilities and resources, with 69.5% being “very satisfied.” For both these items, the “very satisfied” responses were higher than those in the College’s senior survey comparison group of Colby College, Haverford College, Occidental College, Macalester College, Lewis and Clark College, and the University of Puget Sound.

Periodic Library Surveys have directly changed services offered by the Library. For example, the implementation of the e-Reserves Docutek system, an electronic reserves system, was added because more than 76% of the 1999 Library Survey participants indicated that they wanted the Library to make class reserves available electronically. Library staff incorporated information from the 2006 Library Survey into long-range planning efforts. For example, as a result of comments on student surveys, additional glass doors were added to the Allen Room in order to help maintain a more quiet study environment. Because of student input, a recreational reading collection was also added recently.

Analysis and Appraisal

Penrose Library is indispensable to the intellectual life of the College. The Library's mission and goals reflect and support the College's mission. The Library maintains a collection that is current and appropriate for a highly selective liberal arts College, housed in a setting that promotes reflection, discussion, and intellectual thought. *The Princeton Review* has ranked Penrose Library on its "best" lists for several years in a row.

The past few decades have witnessed an expansion of the Library's physical collection and, most recently, a rapid growth of the Library's electronic resources. More than 41% of the items in the Penrose collection have been added in roughly the past 15 years and purchasing activity over the course of the past 25 years accounts for 60% of the collection. As of January 1, 2007, the Library housed more than 500,000 volumes. The Library is also a selective Federal Depository Library and houses more than 200,000 United States and Washington State government documents dating back to 1789.

The high demand for electronic resources is clearly demonstrated by recent usage statistics. In 2006, there were nearly 54,000 logins to the Library's 51 licensed electronic databases, which generated nearly 157,000 queries. This is a substantial level of activity for a small institution and clearly demonstrates the value of these resources to the College's students and faculty.

Total expenditures for all materials during the last 10 years have increased annually at an average rate of 6%. Over the past 10 years, material expenditures have increased from \$643,741 to \$962,800 in 2005–2006. This growth in the acquisition budget has not, however, kept pace with inflationary pressures and the rising prices for library materials. Additional funding was allocated to the Library in 2005, 2006, and 2007, but continued work with the College's Budget Committee, administration, and development office will be needed to develop plans and opportunities to enhance overall financial support for the Library.

Penrose Library has an outstanding staff of professionals and paraprofessionals committed to supporting students and faculty as they pursue the information needs necessary to succeed in their work. The addition of a .6 FTE staff position in 2005 and the addition of an Information Literacy/Reference Librarian in 2006 has increased the Library's staff capabilities.

The establishment of a Library liaison program is a positive step in strengthening relations and communication between the faculty and the Library staff. The successful Mellon Information Literacy program saw a significant increase in the use of library materials from the departments that participated in the program. It is anticipated that similar results will be seen with the liaison program. Since the Mellon-funded information literacy program began three years ago, there has been a substantial increase in the collaborative efforts between faculty and librarians, resulting in library instruction sessions that are curriculum-specific and designed to meet the academic needs of individual faculty.

The goal of the Penrose Library renovation was to create a space that allowed for greater interaction with and between students and faculty. The 2006 Library survey confirmed that nearly 80% of the Whitman community visits the Library weekly, with nearly 30% visiting the Library several times a week and 18% daily. The Library's physical space does provide an "inviting environment."

With the increase in Library use and the growth of the Library information literacy program, there is a need for a dedicated library instruction room with computers and equipment for hands-on instruction. The ability to present online resources to students in a technology-intensive classroom where they can interact with the resources being presented will enhance the students' learning. Planning is underway with the Director of the Center for Teaching and Learning (CTL) to modify the Center's space to better serve both the Library and the Center for Teaching and Learning's pedagogical needs.

Library surveys of students and faculty confirm that the Library's guiding principles are being achieved. For example, one of the Library's guiding principles states, "The Library's physical spaces provide access to collections which encourage creativity and exploration in a technologically and aesthetically inviting environment." The reported high degree of satisfaction by students and their constant use of the Library indicate that this guiding principle is being supported.

Projection

The Library plans to continue increasing the number of major full-text digital resources that make source materials available to students and faculty for their research and study.

A strategic goal for the Library is to continue to integrate information literacy concepts into academic departments and disciplines across campus.

The Library will continue to develop and evaluate its Library Liaison program to further link librarians to academic departments and programs.

Although the recent renovation of Penrose Library added much space to the building, short and long-term physical and digital storage solutions will continue to be explored as ways to accommodate the growing collection.

The Library staff will continue to work with the College administration to find ways to further strengthen the Library's fiscal standing.

The Library will fully implement the 2006 *Penrose Library Assessment Plan*.

Whitman College Technology Services

Purpose and Scope (5.A)

For the past decade, Whitman College has received national acclaim for the extent and sophistication of its technology infrastructure. It was named one of Yahoo Internet Life's Most Wired Campuses for four years running in the late 1990s, winner of the National Datatel Users Group "Award for Innovation" in 2002, a Sakai Community Spotlight School in 2006, and most recently, winner of the 2007 Joanne R. Hugi Excellence Award from the Northwest Academic Computing Consortium (NWACC). The staff of Whitman College Technology Services (WCTS) is instrumental in keeping the College at the forefront in academic computing and technological advances in pedagogy and scholarship.

The mission of WCTS reflects its commitment to the educational mission of Whitman College (see inset box).

Resources, Services, and Collection (5.A.1-3)

Technology Services maintains computers in six general-access computing facilities across campus: Maxey Hall, Olin Hall, the Hall of Science (2), Penrose Library, and the Hunter Multi-media Development Lab. Computers in Penrose Library and the Maxey lab are accessible 24 hours a day seven days a week to any member of the campus community during the academic year. Technology services also maintains the following departmental or special purpose computer facilities:

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

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

- Consulting and documentation
- Network design, maintenance, and support
- Management of campus computer labs
- Maintenance and repair of college owned desktop computers
- User training and workshops
- Development and support of administrative information systems

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

— *Whitman College Technology Services
Mission Statement*

Astronomy Lab
 BBMB Genetics and Neuroscience Lab
 Forensic/Debate Team Preparation Lab
 Geology Lab
 Geographic Information Systems (GIS) Lab
 Language Learning Center
 Mathematics Lab
 Music Lab
 Physics Lab
 Studio Art
 Theatre Design Lab

In addition, Technology Services maintains all of the "smart classrooms" in academic buildings. Each of these classrooms is equipped with built-in data projection, a sound system, a permanently installed computer, a VCR/DVD deck, and Internet connectivity. As of January 2007, 39% (48 out of 122) of the College's classrooms and instructional spaces were "smart." There are several portable "smart carts" available in academic buildings that can make any room into a temporarily "smart" classroom.

Computers in all facilities are installed with appropriate software, as determined by academic departments, administrative offices, and Technology Services. Software ranges from basic word processing and productivity software, email, and Web browsing applications to scanning utilities, graphics programs, high-end multimedia and video editing software, and specialized academic software packages and equipment.

Technology Services has a staff of qualified personnel and trained student assistants who are available from 8 a.m. to 1 a.m. most days to assist students, staff, and faculty in all aspects of their computing and technology needs. See 5.C for a discussion of access and 5.D for personnel.

Technology resources and services at the College support the academic needs of faculty and students, as well as the administrative functions undertaken by the staff. Whitman does not offer any distance education; resources and services focus solely on on-campus classes, programs, and administrative services.

Information Resources and Services (5.B)

Selection and Acquisition (5.B.1)

Technology Services has regular discussions with academic departments and programs to identify needs for training, equipment, and facilities. To ensure an understanding of the support necessary to promote the educational mission of the College, Technology Services has dedicated academic consultants for two of the three academic divisions, the Director of IT Support Services works with all new faculty to orient them to the potential use of technology in their teaching and scholarship, and staff from Technology Services sit on the Center for Teaching and Learning Committee and on the Library Advisory Committee. In addition, Technology Services has three advisory committees to help advise it in its support of the administrative and educational programs of the College (see 5.B.4).

Use of Resources (5.B.2)

Technology Services maintains a 10-station training room to conduct hands-on training workshops. This facility is used by Technology Services as well as the Library staff and occasionally other faculty or administrative offices staff who wish to work with members of the campus community on computer-related topics.

Technology Services offers an extensive program of training for students, staff, and faculty. Regular workshops on more than two dozen topics are held throughout the year and are widely advertised to the college community. Other specialized workshops are developed as requested by students, staff, or faculty. WCTS staff are also available to meet with faculty, staff, or students individually for specific training needs. Technology Services conducts an orientation meeting for new faculty on the use of technology and holds information and orientation sessions for new students and their parents during opening week. In-depth, multiple-day, hands-on seminars for faculty on current and emerging instructional topics are also conducted, generally one each year. The summer 2006 seminar, for example, dealt with the pedagogical uses of iPods and podcasting. In summer of 2007, WCTS will host a workshop on Geographic Information Systems (GIS) applications.

Each year, prior to the Annual Whitman College Undergraduate Conference, Technology Services offers workshops on presentation skills, poster creation, and multimedia development to student presenters and conducts practice sessions to ensure that their technological needs are met.

Whitman College is a member institution of the National Institute for Technology and Liberal Education (NITLE), a non-profit initiative involving more than 90 liberal arts institutions across the country dedicated to promoting liberal education. NITLE offers numerous training opportunities for faculty in topics such as GIS, statistical software, social software, and multicultural issues. As a member of NITLE, Whitman is able to send faculty to such workshops. The College also hosts NITLE workshops.

In addition to providing training opportunities to the college community, WCTS maintains a broad collection of online documentation and instructions on its Web site. Documentation is also available in printed form in the WCTS office.

Beyond training opportunities, the use of technology requires ongoing support and assistance for students and faculty as they employ technology in their teaching and learning. Technology Services maintains a call-in or drop-in Help Desk that is staffed during business hours. Assistants are on duty in the Library daily from 10 a.m. to 1 a.m., and in academic building computer labs. A dedicated phone is available in each lab for visitors to use to call an assistant in a staffed lab if there is no one available in the lab in which they are working. If serious problems arise after hours, student assistants are instructed to contact the

appropriate staff member — even during the middle of the night.

Policies for Management (5.B.3)

Policies, guidelines, and procedures for Technology Services and the use of technology on the Whitman campus are published on the WCTS Web site. The most pertinent sections of the College's *Acceptable Use of Technology Policy* are also printed in the *Student Handbook* and the *Faculty Handbook*.

Faculty, Staff, and Student Participation (5.B.4)

Three different advisory committees exist to advise WCTS on policy issues, priorities, needs, and the preferences of their respective constituencies:

- The Academic Information Technology Advisory Group (AITAG) consists of two faculty from each academic division, two students, and the Director of Penrose Library.
- The Student Technology Advisory Committee (STAC) consists of six students and the Director of IT Support Services.
- The Administrative Information Technology Advisory Panel (AITAP) consists of representatives from each of the following administrative offices: Dean of the Faculty, Dean of Students, Dean of Admissions and Financial Aid, Treasurer, Vice President for Development.

In addition to these standing committees, ad hoc advisory and/or steering committees are frequently formed to address specific projects and issues. Recent examples include a committee to work on the development and implementation of the open-source Course Management System from Sakai and a committee to aid in the creation and design of the College's Geographic Information Systems (GIS) lab.

The Chief Technology Officer and senior WCTS staff meet regularly with the Committee of Division Chairs to prioritize various budget requests received from academic departments and to learn their priorities on smart classroom development. Academic departments and programs have regular discussion with WCTS staff on the use and impact of technology on teaching and learning, as well as needs for training, equipment, and facilities. All academic departments are consulted during the annual Technology Services budget preparation process. WCTS has dedicated academic technology consultants for two of the three academic divisions whose responsibilities include

discussing such issues. Faculty are also involved in development and implementation of applications that impact teaching and learning; they often serve as "pilot" users. For example, several faculty participate and help advise WCTS with the CLEo (Collaboration and Learning Environment [online]) Project, Whitman College's implementation of the community-source Sakai Project.

To increase awareness of the services provided by Technology Services, the Office publishes a newsletter, *WhitBits*, which is available both online and as hardcopy.

Extending Boundaries (5.B.5)

Whitman maintains a campus computer network that provides unfiltered 21 Mb Internet connectivity. The College also provides the opportunity for students in residence halls who want very fast connections to purchase additional bandwidth beyond normal bandwidth provided by the College. Wireless network access is available to all students in most academic buildings, the Library, Reid Campus Center, on Ankeny Field (the College's large central outdoor commons and gathering space), and in some areas of the residence halls. With this degree of connectivity, students, staff, and faculty have full, unfiltered access to all the resources and information available on the Internet.

The College also provides a proxy service that allows students, staff, and faculty access to all College resources, including the Library's databases, indexes, and e-reserves from off-campus.

The College subscribes to satellite TV service that provides access to a broad selection of local, national, and international channels and programs. This service is available in the Foreign Language Learning Center, Hunter Conservatory, several auditoriums on campus, and Maxey Hall, where the Social Sciences are housed.

Finally, Technology Services offers IP-based video-conferencing capability from selected locations on campus. This service enables students and faculty to conduct live video-conferencing with anyone in the world.

Facilities and Access (5.C)

Accessibility (5.C.1)

Students, staff, and faculty have 24/7 access to the College's substantial technological resources (see 5.A.1-3). Two computer labs are available to all

Whitman community members 24 hours a day during the academic year, and most other facilities are available after hours with authorization via a card swipe. The College also provides proxy service that gives students and faculty, on or off-campus, access to material available only to licensed users.

WCTS makes this access easy and efficient to use. Examples include:

- The College Web site features simple portal pages customized for different groups within the College — students, staff, faculty, and parents. Each page functions as a portal that provides easy access to online resources appropriate for each group.
- CLEo, the College's open-source course management system, allows for the easy management and distribution of instructional materials to students and faculty via the Internet.
- All students, faculty, and staff have storage space on the network that is accessible from anywhere using NetFiles, a Web-based interface.
- Much of Technology Services' current development work is focused on making digital assets and scholarship available and accessible anytime, anywhere, including digital asset management for Art History, History, Foreign Languages, and GIS data.

Personnel and Management (5.D)

Staff (5.D.1–2)

Whitman College Technology Services (WCTS) employs the equivalent of 20 FTE personnel distributed as follows:

- 3 FTE General IT Support
- 3 FTE Academic Support
- 2 FTE Instructional Multimedia
- 1 FTE Multimedia Development
- 3 FTE Administrative Computing
- 1 FTE User Training
- 2 FTE Web/Emerging Technology Support
- 2 FTE Network
- 1 FTE Telecom
- 2 FTE Hardware Repair/Maintenance

In addition, WCTS employs approximately 35 student technology assistants, the equivalent of seven FTE, to staff general-access computer labs across campus.

The Multimedia Development Lab has a full-time manager who is available for consulting and assistance during scheduled hours and by appointment. WCTS also has dedicated academic consultants for two of the three academic divisions, who assist students and faculty in those divisions with the use of technology in teaching and learning. Technology Services also devotes two FTE positions for the creation of Web-based interfaces and databases: one is for a Web Developer; a second is for development work in emerging technologies, most of which have to do with Web-based applications and middleware.

All Technology Services personnel are well qualified for their responsibilities. Specific specialization and skills, areas of responsibilities, and job descriptions are publicly posted online on the WCTS Web site.

Professional Development (5.D.3)

WCTS places a high priority on the continuous professional development of the Technology Services staff. Most staff members attend at least one professional meeting or external professional training session annually, and many of them attend additional meetings depending on need and available funding. Current spending per staff member for professional development averages about \$1,500, which is at the median for the "Panel of 14."

All WCTS staff participate in a wide variety of professional organizations, user groups, open source initiatives, consortia, and training. In addition to the in-house sharing of skills and information, Technology Services provides for a wide variety of professional enhancement and education opportunities, such as online seminars, regional and national workshops, technical certification, and technology tutorials.

Organization (5.D.4)

Whitman College Technology Services is managed by the College's Chief Technology Officer, who reports to the President and is a member of the President's Council.

Whitman College Technology Services (WCTS) is an organization with broad institutional responsibilities. In addition to supporting students and faculty in the areas of learning, teaching, and scholarship, WCTS supports the technological needs of the non-academic side of the College, including the Business Office, the Registrar's Office, security, the College's networking infrastructure, and telecommunications as well as other administrative functions.

Technology Services is divided into four areas:

- IT Support Services performs all user support functions such as running the Help Desk and consulting services for academic areas and manages all general access computing facilities and the multimedia lab.
- Administrative Technology deals with the business uses of technology such as student records, financial information, payroll, etc.
- Network and Technical Services manages the technology infrastructure that includes the network, telecommunications, various hardware, and security.
- The Emerging Technology group addresses the emerging technological needs of the College. This includes the scaling of software applications to meet the College's needs, or the adaptation of current technology to make it more applicable to a liberal arts setting.

The staff in each area meet weekly; directors of each area and the Chief Technology Officer meet bi-weekly. The full technology organization meets once per month. In addition to formal meetings, staff from all areas often talk daily in person as well as via email and Instant Messaging. All members of the technology organization have at least a basic understanding of the various projects in the other areas and are encouraged to contribute their expertise if appropriate.

Curricular Development (5.D.5)

Academic Departments have regular discussions with WCTS staff concerning the use and impact of technology on the curriculum. Not only does faculty communicate with WCTS about the resource implications of new programs and courses, but WCTS also is proactive in helping and encouraging faculty to use appropriate technological resources in their teaching. For example, through funding from the Murdock Trust, WCTS worked collaboratively with Whitman's Music Department to make site visits to other schools and work with consultants to create a Music Technology Lab. Also through funding from the Murdock Trust, Technology Services worked collaboratively with the Studio Arts Department to plan a Digital Arts Computer Lab, which will be a part of the new Center for Visual Arts.

In order to keep abreast of curricular changes and to educate faculty about possible new technological resources, the Director of IT Support Services works with all new faculty to orient them to the potential

uses of technology in their teaching, WCTS staff sit on the Library Advisory Committee, and the consultants for the academic divisions work with the faculty in their divisions. WCTS staff also sit on the Center for Teaching and Learning Committee, and WCTS works closely with the Center to offer seminars and workshops on emerging technology in teaching. In order to track curricular changes that may affect Technology Services, minutes from the Academic Council, which is responsible for approving and forwarding course and program changes to the full faculty, are available to the Director of IT Support Services.

Financial Support (5.D.6)

The budget for Technology Services has increased over the years to meet the rapidly changing advances and proliferation of technology. The College allows surpluses and deficits to be carried over from year to year making it possible to save operating money in one year for a large projected project in a subsequent year. Conversely, there is the option to pre-spend funds from a subsequent year to capitalize on possible cost savings in the current year. This manner of dealing with budgets, which may show actual expenditures less than budgeted amounts in one year and more in the next year, has allowed WCTS to make considerable advances in capital purchasing over the past several years.

The College also has on occasion allocated additional one-time funding to support essential projects. In 1999, \$1.5 million was allocated for the Datatel administrative system implementation; in 2006–2007, additional funds were made available for the Voice-over-IP (VoIP) telecommunications pilot, the core switch upgrade, the Datatel upgrade, the Geographic Information Systems lab implementation, and additional smart classroom construction. In 2008–2009, one-time funding will be made for campus-wide VoIP implementation.

Planning and Evaluation (5.E)

Technology Planning (5.E.1)

The College's Chief Technology Officer reports directly to the President as a member of the President's Council and as such is involved in all aspects of the institutional planning process for the College, including the development of the College's annual Strategic Plan.

WCTS also develops its own annual Strategic Plan based both on the College's *Goals, Objectives, Strategies, and Tactics* and input from students, staff, and

faculty. The appraisal of the goals in the WCTS Strategic Plan, in turn, informs the technology section of the College's Strategic Plan for the upcoming year. In addition, Technology Services publishes its four-year planning document (IT 2000, IT 2004) that is used extensively in the College's planning process (See 5.E.3).

WCTS staff meet regularly to plan and assess current and upcoming projects and, as mentioned above, the Director of IT Support Services sits on the Library Advisory Committee, and an Academic Technology Consultant sits on the Center for Teaching and Learning Committee.

Linkages (5.E.2)

WCTS is responsible for all technology services at the College. The Director of Penrose Library and the Director of IT Support Services are in frequent contact, as are staff at the operational levels, to maintain uniform services and continuity of operations.

Evaluation (5.E.3)

Technology Services conducts a major assessment and planning operation every four years, the most recent plan is documented in the IT2004 Report. The purpose of this report is to assess all aspects of information resources and services and to address that assessment through subsequent strategic planning.

Students, faculty, and recent graduates are surveyed extensively each year to assess the adequacy of hardware, software, and services for technology and to ensure that they have involvement in the future planning efforts of Technology Services.

Analysis and Appraisal

Adequacy of the resources in general-access facilities is monitored by annual studies of usage patterns in the various facilities, as well as feedback from student lab assistants and student and faculty advisory committees. The most recent assessments indicate that Windows and Macintosh computers are readily available in all facilities all the time, with exception of the Library. The use of library computers is increasing, with occasional 100% usage at peak times. Additional computing resources were deployed in spring 2007 to address this need.

According to the 2006 Student IT Survey, 90.1% responded that a computer in a general-access lab or the Library was available when needed, 96% indicated that the equipment in general access facilities were adequate, and 89.3% responded that software was adequate.

Desktop computers for faculty, staff, and smart classrooms are fully funded on a four-year replacement cycle; general access computing facilities (labs and the Library) are on a three-year cycle. The oldest computer allocated to a faculty or staff member is at least equivalent to a 2.8GHz Pentium IV, which is easily adequate for almost all academic or administrative work. According to the 2006 Faculty IT Survey, 94% of respondents indicated the software on their computers was adequate for their needs.

According to the 2006 Faculty IT Survey, 79% of responding faculty found the capabilities of smart classrooms to be adequate for their instructional needs. Faculty did express, however, some concern that a smart classroom was not always available when needed. While 55% indicated that a smart classroom was available most or all of the time, 28% indicated that one was available only "sometimes." WCTS added seven smart classrooms in 2006–2007 and intends to increase the number of smart classrooms to 50% over the next few years in order to address that concern. In the meantime, each academic building houses at least one mobile "smart cart" to allow faculty to take smart classroom equipment into any room. According to the 2006 Faculty IT Survey, for faculty who did not have a "needed resource" on their own computer or in smart classroom, 83% indicated they were able to access the needed resource elsewhere on campus.

Currently, there are only two dedicated academic consultants — one for the Sciences and one for Humanities and Arts. Funding will be requested in the 2007–2008 budget deliberations for a Social Science consultant position to begin in 2008–2009. The Science Division is very satisfied with their consultant; the Humanities and Arts Division consultant began mid-year in the 2005–2006 academic year and is just starting to become productive.

According to the 2006 Student IT Survey, only about 5% of respondents indicated they seek help from a student lab assistant in a general access facility more than a few times a semester, and less than 2% of the respondents indicated seeking help from the Help Desk more than a few times each semester. Faculty, on the other hand, used the assistance provided by WCTS much more. According to the 2006 Faculty IT Survey, 21% indicated they seek assistance from the Help Desk more than a few times each semester, with 87.4% indicating that support services were satisfactory.

WCTS advisory committees have been in place for the last 12 years and have worked well. Although

the Academic Information Technology Advisory Group (AITAG), the Administrative Information Advisory Panel (AITAP), and the Student Technology Advisory Committee (STAC) were created to serve as liaisons between WCTS and faculty, staff, and students, the members of these committees have not always sufficiently reported back to their respective constituencies. There have been some consistent complaints, although from a very small number, that their opinions on technology issues are not being heard. WCTS and its advisory committees need to do a better job ensuring that all constituencies are represented on these committees.

The Chief Technology Officer and Director of IT Support Services meet with the Committee of Division Chairs several times a year to discuss planning and budget priority issues. This arrangement has been very productive due to the Division Chairs' understanding of the academic priorities within each department and programs within their divisions.

Although 21MB Internet connectivity is currently adequate — there are no complaints from student or faculty — Technology Services must continually evaluate the need to add more bandwidth as demand for access to large digital files (audio, video, statistical, GIS) increases.

For example, formerly audio and video file downloads were most often a copyright violation, and WCTS was able to restrict or limit such activities. The downloading of audio and video files is now common and a legitimate instructional application. Given this sort of development, the College and WCTS will need to re-examine the issue of network bandwidth.

Another example of the need to continually evaluate access issues is the fact that, increasingly, students bring their own computers to campus and those computers are most often laptops. This raises a host of issues about the role of computers in the classroom — not as teaching devices but as devices that students use when learning — and the availability of wireless networks and laptop stations on campus.

WCTS supports approximately 1,008 College-owned computers, 66% of them dedicated to serving faculty and student educational and pedagogical needs. Nearly half of these academic computers are available for students through general access labs, specialized department labs, and student workstations in classrooms. This represents a very favorable ratio considering that the recent student survey indicates as many as 98% of students have their own computers.

New computing facilities have been added as needs have been identified. Recent additions include the Music Computer Lab and GIS Computer Lab. A new Digital Arts Computer Lab will be created in the new Center for Visual Arts Building.

According to the 2006 Faculty IT Survey, approximately 92% of responding faculty indicated their office computers were always or usually adequate for their work, with 39% responding that any needed capability not available on their office computer was accessible in another location such as a nearby lab or shared multimedia workstation. Computers purchased at the beginning of the 2006 academic year were equivalent to 3.2GHz Intel Dual-core, with 1GB of RAM and 80GB hard drives as well as CD and DVD burning capabilities. Current versions of both WindowsXP and Mac OSX operating systems (as well as other operating systems, such as Linux) are available based on the working needs of the user.

According to the 2005 EDUCAUSE Core Data Service Survey, Whitman's IT professional development funding per staff of \$1,500 is at the median of the "Panel of 14" colleges, a little lower than the mean figure of \$1,534. The median for all institutions of higher education is \$1,000; the mean is \$1,204.

One benefit of WCTS's relatively small staff is that communication and coordination is simplified. Staff members work closely with one another, understand the projects each is working on, and are most often available for assistance and advice. The organization of Technology Services is sufficiently flexible to allow for members of one area to assist those in another area as the need arises. One consequence, however, is that sometimes this makes it difficult for one person to dedicate all of his or her time to a single project.

Penrose Library is both a client and a peer to Technology Services. WCTS solicits input from the Library on its needs and incorporates those needs into its overall technology planning and assessment. In addition, WCTS manages and maintains the general access computing resources in the Library as well as the servers that provide access to many of the Library's online resources. WCTS also works collaboratively with the Library to address, plan, and develop services such as the Proxy service. A current project is the shared funding and development of the DSpace digital repository pilot project sponsored by NITLE, which aims to digitally capture, distribute, and preserve scholarly and creative work by faculty, students and staff as well as materials of

archival value to the College. A second example is the collaborative work being done by Technology Services and the Library in the creation of a Copyright Policy for the College.

Technology Services annually surveys recent graduates to obtain their feedback concerning the computer skills they gained while attending Whitman. In a 2006 survey taken of recent Whitman graduates, 91% percent of the respondents reported that the computer and technical skills they gained from Whitman were adequate. The skills they gained included word processing, presentation software (PowerPoint), and the use of spreadsheets. When asked what skills they believed they were lacking, Web page creation ranked first, followed by advanced spreadsheet knowledge. As in the past, many respondents suggested offering more training opportunities for current students.

On the 2006 HEDS Senior Survey, 62.8% of students responding indicated they were “very satisfied,” and 33.7% indicated they were “generally satisfied” with the College’s computer facilities and resources. Similarly, 42.3% of students responding indicated they were “very satisfied,” and 48.5% indicated they were “generally satisfied” with the College’s computer services and support. The numbers for “very satisfied,” especially for the first item, are much higher than the College’s peer group.

Projection

The College plans to have at least 50% of classrooms — 61, up from the current 48 — converted to smart classrooms within five years. Six classrooms were upgraded in 2006–2007, and another two or three are scheduled for 2007–2008.

With changing technology and the expansion of available digital services, the need for collaboration between the Penrose Library and IT will only increase.

There is a need to conduct a campus-wide study on “learning spaces,” which can be used to assess how users utilize technology on campus and how the College can revise, remodel, or reconfigure various facilities to accommodate the needs of today’s student.

There are plans to increase the campus network to 50MB within the next two years.

Standard Six — Governance

Governance System (6.A)

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

In 2005, Dr. George Bridges became the 13th President of the College. In his inaugural address, President Bridges affirmed the College's mission and acknowledged the contributions of those who preceded him:

We gather this afternoon to celebrate an institution and a community and to affirm its important mission. Our ceremony today celebrates the collective efforts of Whitman College faculty, staff and administrators — past and present — all of whom, through their dedication and passion, have inspired generations of Whitman students and who have given form and energy to the institution as a cohesive academic community.

In fall 2006, Whitman College Professor Timothy Kaufman-Osborn, Professor of Politics and Baker Ferguson Chair of Politics and Leadership, became the interim Dean of the Faculty. A search was undertaken in the fall for a new Provost and Dean of the Faculty. On January 2, 2007, President Bridges announced that Lori Bettison-Varga, Ph.D., Professor of Geology and Associate Dean of Research and Sponsored Programs at the College of Wooster and Director of the Keck Geology Consortium, would begin her duties as Provost and Dean of the Faculty on July 1, 2007.

Governance (6.A.1–2)

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

- *Charter of Whitman Seminary*, 1859
- *Charter of Whitman College*, 1883
- *Constitution and By-Laws of Whitman College* With all Amendments and Revisions to 1989, 1996, 1997, and 2000, 2003, and 2004
- *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*

Beyond these publications, the governing board, faculty, staff, and students all participate in orienta-

tions and/or retreats that further their understanding of the specific duties for which they are responsible.

The governance of the College is organized in the manner shown in **Figure 6.1, page 136**.

Consideration and Information (6.A.3)

There are ample opportunities for faculty, staff, and students to participate in the decision-making processes in which they have an interest. The College has numerous committees and task forces that meet regularly to conduct the business of the College. Several include a mix of faculty, staff, and students. Whitman prides itself on its strong tradition of faculty governance and its inclusion of 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 and staff. The Board normally has a summer retreat as well.
- The College's senior administrators, the President's Council, meet at least every other week.
- Faculty meet by academic division once each month during the academic year.

Whitman College Administration

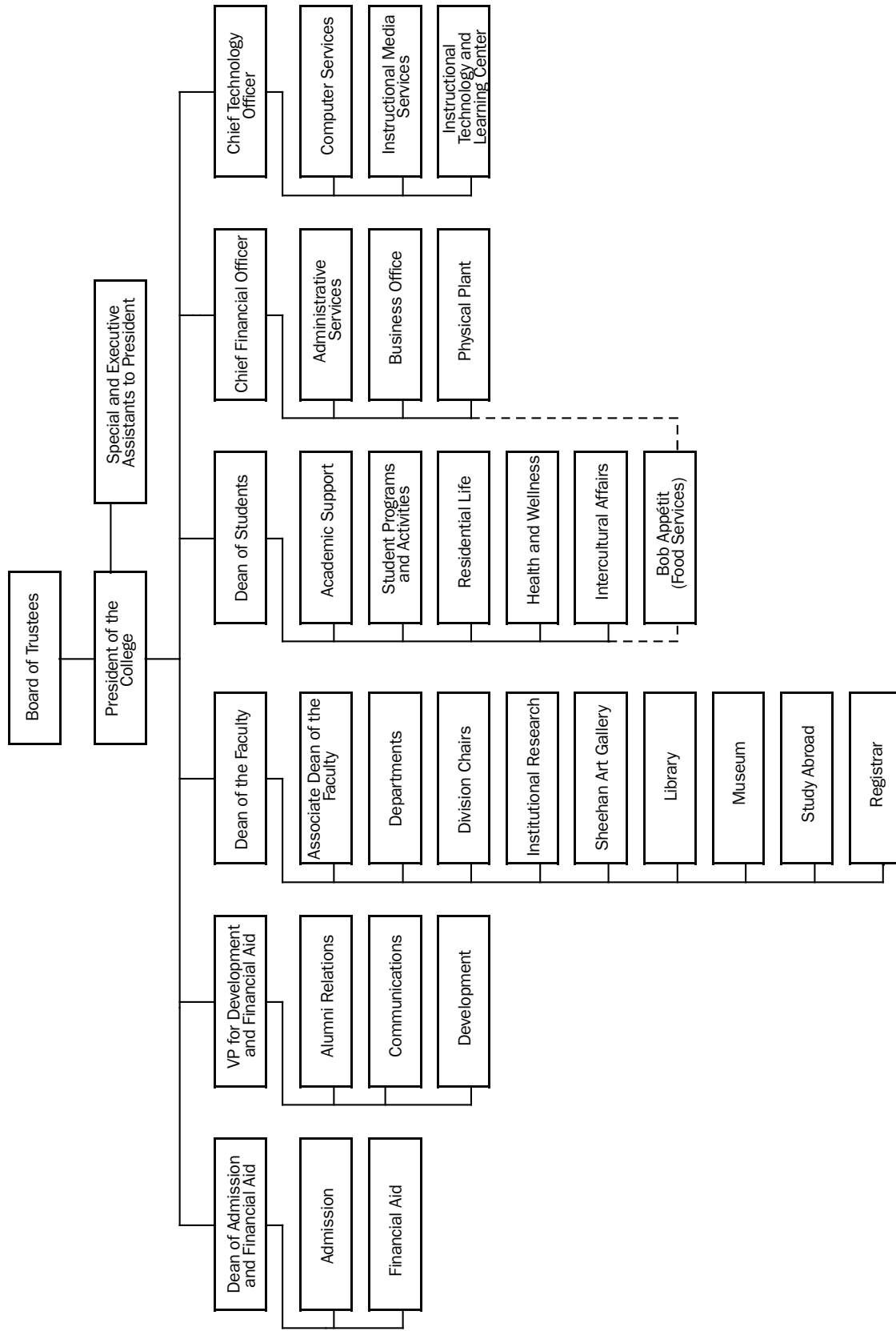


Figure 6.1

- The entire faculty meets once each month 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, and the Dean and Associate Dean of the Faculty, meets weekly.
- 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.
- The student newspaper, the *Pioneer*, prints articles that deal with governance issues.
- The Staff Personnel Advisory Committee meets monthly.
- The President meets regularly with director level staff.
- The President hosts periodic breakfasts with College staff.
- 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, launched in August 2006, publishes campus news, announcements, and faculty and staff achievements and profiles of all staff and faculty.

Multi-unit Governance (6.A.4)

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

Analysis and Appraisal

The College provides ample opportunities for individuals to participate in and be aware of College governing decisions. Faculty, staff, and administrators are aware of the mission of the College and 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 Services, budgetary concerns, development activities, technology and information resources, and plant services. Biweekly meetings of the President's Council ensure clear communication among the members of the senior administration, staff, and elected representatives of the faculty; monthly meetings of the full faculty and academic division 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 Administrative Services, is composed of seven staff members, each of whom represents a block of staff employees. With this organization, all staff are represented by committee members. The committee, which meets monthly, communicates College governance and policy issues to the staff. In addition, the committee forwards to the senior administration recommendations concerning staff issues such as performance policies and professional development programs.

In spring 2007, the Faculty Fringe Benefits Committee and Personnel Advisory Committee made a recommendation to the President's Council that a Staff Fringe Benefits Committee be created. The committee was approved and is charged with reviewing fringe benefits and making advisory recommendations to President's Council.

In one example of consideration and dissemination, in the fall of 2006, the President formed the *President's Advisory Council on Diversity*. Students, faculty, and staff were appointed to the Advisory Council and took as their first initiative the formulation of a working definition of diversity for the campus. To do this, the Council used an electronic survey program and invited all faculty, staff, and students to express their views about issues of diversity. The survey results were compiled, a report generated, and separate forums for students, faculty, and staff were held by the President to discuss the report and further actions.

Another example is the formation of 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 elected 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 new President has placed a premium on transparency and the inclusion of various constituencies, where appropriate, in the governing structures of the College. This transparency represents a change from past practice, and it may take some constituencies some time to adjust. President Bridges also aggressively promoted several new initiatives, and some faculty initially felt they had not been kept as well informed as they might have been. This issue has been mitigated as the President, his Senior Assistant, and the new Director of Communications have settled into their respective jobs and lines of communication have become better established. The President's information sessions with faculty, staff, and students have been a step in the right direction and have been successful.

Projection

Governance procedures will continue to become more transparent and more inclusive. The College will continue to embrace the use of the Internet to disseminate information about the governing process and solicit input from all constituencies. The Communications Office is expanding and increasing its efforts to broadly disseminate news about Whitman to internal and external constituencies. At the forefront of that effort is the introduction of an entirely new Web site for the College to be unveiled in summer 2007.

Governing Board (6.B)

Whitman College Board of Trustees:

(dates in parentheses indicate first year elected; year the current term expires)

Trustee Officers

John W. Stanton '77, Chair (1993; 2008)
Chairman and CEO
Western Wireless Corporation
Bellevue, Washington

Nancy Bell Evans '54, Vice Chair (1994; 2008)
Civic and Community Volunteer
Seattle, Washington

From the *Governing Board Handbook*:

...the Board of Trustees shall have the power of appointment and removal of the President of the College, professors, tutors, teachers, and any other necessary agents and officers, and may fix the compensation of each; and may make such by-laws for the government of the institution as they may deem necessary, and shall have power to confer, on the recommendation of the Faculty, all such degrees and honors as are conferred by colleges and universities of the United States, and such others (having reference to the course of study and the attainment of the applicants) as they may deem proper.
— *Charter of Whitman College, Section 4*

Trustee Members

John C. Coleman '73 (2004; 2008)
Senior Managing Director/Partner
Pacific Growth Equities, Inc.
Napa, California

William K. Deshler '64 (1996; 2007)
Chairman and CEO
Electrical Construction Co.
Portland, Oregon

Lawrence Drake '65 (1998; 2007)
Partner, Global Excess Partners
Covent Station, New Jersey

Karen E. Glover '72 (1998; 2009)
Global Integration Partner
K & L Gates
Seattle, Washington

James K. Hayner (1985; 2010)
President, Minnick-Hayner, PS
Walla Walla, Washington

Anna M. Hernandez '82 (2006; 2010)
President, Luna Textiles
San Francisco, California

Valerie Logan Hood '69 (1998; 2008)
Civic and Community Volunteer
Seattle, Washington

Richard E. Hunter '65 (1997; 2009)
President and CEO
Hunter Industries, Inc.
LaJolla, California

Thomas H. McCracken '63 (2002; 2010)
President and Developer
TMC Development Co.
Seattle, Washington

Bradley McMurchie '84 (2007; 2011)
President, Tumac Lumber Company
Portland, Oregon

Walter Minnick '64 (2007; 2011)
Chairman/CEO SummerWind Garden Center, Inc.
Boise, ID

James L. Robart '69 (1999; 2008)
Judge, U.S. Court for the
Western District of Washington
Seattle, Washington

Peter H. van Oppen '74 (2001; 2009)
Chairman and CEO
Advanced Digital Information Corp.
Mercer Island, Washington

Elizabeth Main Welty (1997; 2009)
Retired Physician
Spokane, Washington

David W. Wyckoff '67 (1998; 2010)
Owner, Wyckoff Farms, Inc.
Prosser, Washington

Board Representation and Organization (6.B.1–2)

The Board of Trustees has 18 authorized positions (one position is currently unoccupied). 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. There are exceptions to the latter stipulation on the current Board; for example, Jim Hayner, the College's legal counsel, has been on the Board since 1985. The terms of the members are staggered for continuity. The Treasurer and Chief Financial Officer of the College serves as the elected

Secretary to the Board without voting privileges. No members of the Board are employees of the College and no Trustees receive any compensation for their service on the Board.

In addition to the Board of Trustees, the College maintains a Board of Overseers. This elected body, numbering 55, "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.

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.

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
- Admission and Student Life Committee
- Audit Committee
- Budget Review Committee
- Buildings and Grounds Committee
- Development Committee
- Diversity Committee
- Farm Committee
- Investment Committee
- Nominating Committees
 - Trustee Nominating and Trusteeship
 - Overseers Nominating
- Technology Task Force

A detailed description of these committees can be found in the *Governing Board Handbook*.

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 and coordinates the topics and agenda to be addressed with the Chair and Vice-chair of the respective committee.

Duties and Responsibilities (6.B.3–8)

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

- *Constitution and By-Laws of Whitman College* With all Amendments and Revisions to 1989, 1996, 1997, and 2000, 2003, and 2004
- *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 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. 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, for example, the Statement on Academic Freedom and the recently revised policy on Sexual Misconduct.

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

Accreditation Appraisal (6.B.9)

The Board understands the College’s accreditation status and has been apprised on several occasions of the current self-study leading to an accreditation visit by the Northwest Commission on Colleges and Universities, October 1-3, 2007.

Analysis and Appraisal

The College is served by an accomplished group of men and women who give generously of their time and resources. The Trustees are committed to Whitman’s mission. Their responsibilities are clearly stated in the *Constitution and By-laws of the College* and in the *Governing Board Handbook*. According to the *Governing Board Handbook*, each Trustee is expected to demonstrate a “deep, long-term commitment to Whitman College’s values and traditions,” to “strengthen the College’s ability to provide the best liberal arts education for Whitman students,” to “participate in all board meetings,” and to make the College a major beneficiary of their personal philanthropy. In order to ensure the highest ethical standards, each member of the Board along with each member of the senior staff signs a conflict-of-interest form each year.

The Board of Trustees does not well reflect the demographic characteristics of the students, staff, or faculty of Whitman College. Of the 16 Trustees, 11 are men and five are women. Only one Trustee is a member of a minority group. The Overseers have a better balance with 17 women and 38 men and several minority members.

The Board of Trustees is engaged in a self-assessment process which includes the establishment of long-term goals and priorities in order to target development of individuals meeting prioritized Board needs. The goal would be to ultimately strengthen the Board in all respects, including diversity.

Projection

The Board of Trustees will continue to work diligently to maintain the fiscal soundness and academic quality of Whitman College. The Trustees are fully aware of the need for more female and minority representation on the Board.

Leadership and Management (6.C)

Chief Executive Officer (6.C.1)

Dr. George Bridges became Whitman College’s 13th president on July 1, 2005. He holds the position full time. He succeeds Thomas Cronin, who held the Presidency of the College for 12 years from 1993 to 2005.

Duties and Qualifications of Administrators (6.C.2–3)

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.

President of the College

George S. Bridges

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

M.A. Criminology, University of Pennsylvania, 1973

Ph.D. Sociology, University of Pennsylvania, 1979

Appointed 2005

The senior administration (often called Budget Officers) include:

Vice President for Development and College Relations

John W. Bogley

B.A. History, Whitman College, 1985

Appointed 2003

Dean of Admission and Financial Aid

Antonio J. Cabasco

B.A. Physics, Whitman College, 1990

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

Appointed 2003

Dean of Students

Charles Cleveland

B.S. Sociology, Arizona State University, 1969

M.A. Sociology, Arizona State University, 1972

Appointed 1994

Treasurer and Chief Financial Officer

Peter W. Harvey

B.A. Political Science, Whitman College, 1984

CFA 2000

Appointed 1998

Dean of the Faculty (interim)

Timothy Kaufman-Osborn

B.A. Government, Oberlin, 1976

Ph.D. Politics, Princeton, 1982

Appointed 2006

Chief Technology Officer

Keiko Pitter

B.A. Mathematics, University of California, Los Angeles, 1970

M.Ed. Secondary Education/Computer Education, University of Nevada, Reno, 1990

Appointed 1998

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

Institutional Advancement (6.C.4)

Institutional Advancement efforts at Whitman are directed entirely toward serving the mission of Whitman College. Fundraising priorities are an outgrowth of the strategic and budget planning process of the College. These priorities drive the annual planning of the Development Office. Similarly, the alumni and parent programs are focused on ensuring that Whitman parents and alumni are confident in the quality of the education provided to students so that they will support the College financially and relay to others the value of a Whitman education. Alumni and parents are some of the college's best, and most important supporters, sustaining the idea that the education offered at Whitman is of the highest quality.

Whitman's institutional relations program is led by the Communications Office. Working with media, printed materials, and electronically, the Communications Office ensures that the achievements of the College as well as its students, faculty, and staff are made public.

Decision-Making (6.C.5)

As noted above (6.A.3), various constituencies involved in College decision-making meet regularly. This ensures that institutional decision-making is conducted in a timely fashion. The College's long-range strategic planning using the annual *Goals, Objectives, Strategies, and Tactics* planning process (see Standard 1.B) ensures that long-range strategic plans are formulated and evaluated once a year.

Administrative Cooperation and Coordination (6.C.6)

As described above, the senior administrators join with other staff to form the President's Council. This group meets biweekly and works together closely to ensure that they coordinate activities, advise the President, and work effectively with one another and with departments and constituencies across campus.

Institutional Research (6.C.7)

The Dean of the Faculty, the administrator responsible for the Institutional Research Office, ensures that appropriate groups, such as the Committee of Division Chairs and the President's Council, are informed of significant demographic and statistical Institutional Research reports and that information from Institutional Research informs strategic planning for the academic program. When appropriate, such data are collected, analyzed, and shared with other relevant constituencies such as the academic departments and the offices of Development, Admission, and the Treasurer. Many of the reports generated by the Institutional Research Office are available online to the greater Whitman community.

Appointment Policies and Salary (6.C.8-9)

The *Whitman College Staff Handbook* is available online and in hard copy for all staff members of the Whitman community. The *Handbook* addresses issues such as benefits, evaluation, and promotion and termination policies as well as pay practices, conflict of interest, grievance, and sexual harassment policies and procedures. Sections of the *Handbook* are regularly reviewed and modified as necessary by the Director of Administrative Services. They are also subject to review by the staff Personnel Advisory Committee (PAC). Administrators at Whitman are considered staff with the only distinction among staff being those who have exempt or non-exempt (salaried or hourly) status.

Staff salaries are competitive and sufficient to retain a well-qualified staff, although there are challenges in hiring personnel nationally in several areas where national salaries are high. Staff salaries for positions where a national search is conducted are informed by the use of comparative salary data from three sources: survey data of four-year higher education institution salaries from the College and University Professional Association for Human Resources (CUPA-HR); salary data from the "Panel of 14," a group of 14 liberal arts colleges Whitman uses as a

comparison group; and salary data from a group of liberal arts schools from whom Whitman often draws new staff members. Staff salaries are set with the intent of making salaries competitive within yearly budget constraints. Salaries for positions advertised locally are determined, in part, using comparison data of the major employers in the surrounding area.

Staff salary raises are based on annual reviews of performance, the guidelines of which are published in the *Staff Handbook*, and are based on both merit and equity using comparative data.

As with faculty positions, the College is challenged by its location when recruiting qualified staff who bring with them accompanying partners. Walla Walla is not sufficiently large for the partners of all candidates to always find suitable employment.

Analysis and Appraisal

The administration is organized in a way that efficiently and effectively supports and maintains the goals and mission of the College. Senior administrators work well together, are well qualified for their positions, have a clear vision of the College's mission, and retain a skilled staff of directors and support personnel. In this small institution, the lines of communication, horizontally and vertically, are simple and collegial.

The staff retention rate is very good, with an adjusted average turnover rate (adjusted to exclude one year positions) of between 8 and 10 percent for the past several years. These figures, along with the exit interviews requested from all staff who leave the College, indicate a high level of staff satisfaction.

The past two years have not been without changes. In 2005, Dr. George S. Bridges became the College's 13th President. President Bridges' vision for the College continues along the same successful path the College has followed for the past several decades, but a new President brings with him new ideas, new initiatives, and new ways of doing things.

Although the mission of the College has not changed, the manner of fulfilling that mission has changed in some respects. While the senior administrators of the College share the values and mission of Whitman College as a traditional residential liberal arts college, it is expected that the administrative structure will evolve and change over the next several years. Under the new President, the organization of the leadership and the management of the College has changed and will undoubtedly continue to change. For the 2006-2007 academic year, an interim Dean of the Faculty

served the College while a search was conducted for a redefined position of Provost and Dean of the Faculty. This, in turn, will likely precipitate further organizational changes in the administrative structure of the College.

Projection

The President will continue to examine the administrative structure of the College to better realize his view of how best to accomplish its mission. Already, there have been positive steps. These include an increasing transparency of the budget process; the reclassification of several directors in Student Services to Associate Deans who report to the Dean of Students to better serve the needs of students; and the conversion of the Associate Dean of the Faculty position from part time to full time to, among other duties, better coordinate assessment activities across campus.

Faculty Role in Governance (6.D)

Faculty governance is a shared institutional value at Whitman College. Faculty play a vital role in determining the direction and tenor of the College beyond curricular concerns. In large part, faculty participate in governance by elected representatives on the Academic Council and through standing and ad-hoc committees of the faculty.

The Academic Council, chaired by the elected Chair of the Faculty, is the “predetermining, advisory, reviewing, and determinative agency for the faculty as a whole.” The Council, which meets monthly, reviews all changes to the curriculum and deliberates on “matters of policy or operational procedures as may be presented to it by any of its members, its subcommittees, by the President, by the Dean of the Faculty, by the Chair of the Faculty, or by another member of the faculty” (*Faculty Code, Chapter I, Article III, section 10*). The voting members of the Academic Council are the elected voting members of the Board of Review, the Policy Committee, and the Committee of Division Chairs. The members of these three committees each have three voting members representing the three academic divisions. The Dean and the Associate Dean of the Faculty, the Dean of Students, and the Registrar are *ex officio* members of the committee.

The minutes of the Academic Council become the agenda for the subsequent faculty meeting.

In addition to the Academic Council, the standing and ad-hoc committees established by the faculty include:

Elected Committees

- Policy Committee
- Committee of Division Chairs
- Committee on Admission and Financial Aid
- Committee on Aid to Faculty Scholarship and Instructional Development
- Council on Student Affairs
- Faculty Committee on Fringe Benefits
- Faculty Personnel Committee
- General Studies Committee
- Student Life Committee

Appointed Committees

- Committee on Membership in Fraternities and Sororities
- Grievance Committee
- Nominating Committee
- Committee on Studies with Human Subjects
- College Athletic Committee
- International Studies Planning Committee
- Domestic Off-Campus Programs Committee

There exist a number of other elected and appointed committees, not required by the *Faculty Code*, that involve faculty in the life and workings of the institution. They include:

- Academic Information Technology Advisory Group
- Academic Information Technology Advisory Panel
- Art Advisory Committee
- Animal Care and Use Committee
- Biosafety Committee
- Bookstore Advisory Committee
- Center for Teaching and Learning
- Conservation Committee
- Tree and Landscape Committee
- Council on Interpersonal Relations
- Council on Sexual Misconduct
- Historical Collections Advisory Committee
- Joint Faculty/Governing Boards Committee on Honorary Degrees
- Library Advisory Committee
- Pre-Medical Advising Committee
- Safety Committee

The charges and membership requirements for these committees are explained in the *Faculty Code* and the *Faculty Handbook*.

Additionally, the President involves faculty in various strategic initiatives. For example, the President’s

Budget Advisory Committee, which includes faculty, staff, and student representatives, advises the President on the allocation of resources. In 2006, the President formed a *Task Force on Student Engagement* to review the experiences of first-year students and the President's *Advisory Council on Diversity* to assist in and monitor the diversification of the faculty, staff, and student body of the College.

Analysis and Appraisal

Whitman has a strong and important tradition of faculty governance. Academic policies and standards, curricular matters, and the administration of the academic program all emanate from the faculty through various elected faculty committees and also from individual faculty members themselves. Because of the strong academic mission of the College and an understanding that in a liberal arts setting most of a student's experiences are educational, the faculty play an instrumental role in the operation and governance of the College.

This substantial involvement of the faculty in the governance of the College does, however, produce some tensions. Faculty governance, involving service on multiple committees, is often an arduous and time-consuming task. It is also a task that is not always well rewarded by the College. Some faculty, especially those without tenure, shy away from much committee work, believing that their time and energy are best spent on being excellent teachers and maintaining a high degree of scholarship, the two most important criteria for tenure and promotion.

The faculty of the College are charged by the Constitution with arranging the courses of study. In recent memory, the College has taken a very broad view of what that means. For example, the Director of the Library and the Registrar, including the Institutional Research Office, both report to the Dean of the Faculty since the operations of the library and registration, and to some degree IR, are related to academics. With such a broad mandate, it is sometimes difficult to draw a line between academics and administration, points where faculty governance begins and ends. Even in policy decisions that may seem more administrative than academic, the faculty are not shy about weighing in. Although they may not have the authority to make policy in some areas, they can make recommendations, and those recommendations can carry great weight. On the whole, the blurring of "jurisdictional" lines is probably not a bad thing; it helps all constituencies work together more cooperatively. There may be times, however,

when one group may feel some encroachment by the other.

Projection

The College will continue to explore ways to make the task of faculty governance, specifically faculty committee work, more attractive to all faculty. One current proposal is to grant release time for members of certain time-consuming committees such as the Faculty Personnel Committee. The Dean of the Faculty and the faculty need to continue to explore ways to make committee work, and service in general, sufficiently rewarded in terms of faculty evaluation and compensation.

Student Role in Governance (6.E)

All regular full-time students are members of the Associated Students of Whitman College (ASWC). ASWC is governed by the *Constitution Of The Associated Students Of Whitman College* and the *By-Laws Of The Associated Students Of Whitman College*. ASWC is responsible for programming through its Public Events Office, Public Speakers Office, and ASWC Film Office; campus media including the student-run newspaper, the *Pioneer*, the student-run radio station KWCW, the *blue moon* literary magazine, and *quarterlife* magazine; and various governing functions. See Standard 3 for more information about these functions.

The ASWC Congress is a bicameral body composed of the Senate, a group of four senators from each of the four classes, and a House of Club Representatives, a body composed of one representative from each of ASWC's nearly 70 recognized campus organizations. In addition, ASWC has an Executive Council that sets the legislative agenda for the year, an Oversight Committee that investigates complaints

We, the Associated Students of Whitman College, hereafter referred to as ASWC, in order to serve as an extracurricular resource for the enrichment of student life, development, activity, and initiative, and to foster student involvement in the governing of the College and to promote students' contributions to their greater communities, do ordain and establish this Constitution.

— Preamble, Constitution of The Associated Students Of Whitman College

about ASWC, and a Standing Hiring Committee responsible for assigning appointed positions and hiring salaried positions for campus media, programming, and college committees.

The involvement of students in institutional governance is a priority for the College. As required by the Faculty Code and reflected in the By-Laws of the Associated Students Of Whitman College, there is strong representation by students on various college committees. The Standing Hiring Committee selects students to serve on the following policy-making committees:

- Student Life Committee
- Council on Student Affairs
- Student Budget Committee (The student representation on the President's Budget Advisory Committee)
- The Policy Committee

In addition, the ASWC Standing Hiring Committee selects student representatives for the following Advisory Committees:

- General Studies Committee
- Library Advisory Committee
- College Athletic Committee
- Student Technology Advisory Committee
- Safety Committee
- Bookstore Advisory Committee

As described in the *Faculty Handbook*, and required by the Committee of Division Chairs, students also participate in all tenure-track faculty searches.

Students are substantially involved in several of the President's new strategic initiatives. The President's Budget Advisory Committee, the *Task Force on Student Engagement*, and the *President's Advisory Council on Diversity* all involve direct student participation.

Finally, numerous other standing and ad-hoc committees involve student participation. Some include:

- The Conservation Committee
- Distinguished Elementary or Secondary Teacher Selection Committee
- Joint Faculty/Governing Boards Committee on Honorary Degrees
- Tree-landscaping Committee
- Adam Dublin Multicultural Award Selection Committee
- Whitman Undergraduate Conference Committee
- Presidential and Provost/Dean of the Faculty Search Committees

Analysis and Appraisal

Whitman College students play a strong and active role in the affairs of the College. Students serve on many advisory committees and several important policy-making ones as well. Student participation on the President's Budget Advisory Committee, for example, allows students to voice their positions on issues that very much affect them — tuition and how their tuition dollars are spent. With the President's emphasis on more transparency for all the institution's constituencies (e.g., student participation on Presidential Task Forces), students are increasingly learning about and participating in the affairs of the College.

Student opinion in tenure-track searches is taken seriously. The Dean of the Faculty requires a statement of student reactions to candidates as one determinant used by the Committee of Division Chairs when assessing candidates and tendering offers.

Several times in the past several years, students have called for increased participation in specific areas of faculty governance: representation on the College's Faculty Personnel Committee and the ability to attend faculty meetings. Although faculty generally support student involvement in academic matters, they have expressed their opposition to students being privy to faculty personnel matters or attending full faculty meetings, except by invitation.

Projection

The College will continue to rely heavily on student participation in appropriate governance deliberations.

Policy 6.1 Affirmative Action and Nondiscrimination

Although Whitman College is not an affirmative action institution, it is committed to the principles of nondiscrimination. Whitman's *Nondiscrimination Policy* appears in the front of the *Catalog of the College*, the *Governing Board Handbook*, the Admission Office's *Viewbook*, the *Faculty Handbook*, the *Student Handbook*, and the *Staff Handbook*. Nondiscriminatory language is placed in every job advertisement for staff or faculty, and all applicants for all positions are encouraged to describe how they will be able to contribute to the diversity of the Whitman community — a core value of the institution.

Responsibility for non-discrimination policies resides with the Director of Administrative Services (for staff issues) with the Dean of Students (for students) and with the Dean of the Faculty (for faculty issues).

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

*— Whitman College
Nondiscrimination policy*

Standard Seven — Finance

Strong financial planning is a major element of the culture and operation of Whitman College. The College has a strong financial base built on long-range planning and budget modeling, balanced budgets, a healthy endowment per student, and consistent and successful fundraising. All of these elements of the financial management of the College are designed to support and enhance Whitman College's academic, liberal arts mission.

Financial Planning (7.A)

Governance and Autonomy (7.A.1)

The Board of Trustees' Budget Review Committee reviews and recommends approval of the College's annual budget to the full Board of Trustees each February. The Budget Review Committee meets twice a year. Each November the committee reviews the previous year-end performance, the proposed changes to the College's Strategic Plan, *Goals, Objectives, Strategies, and Tactics*, and the key planning assumptions for developing the subsequent year's budget. The Budget Review Committee meets again each February to review mid-year forecasts and approve the proposed budget for the subsequent year. In approving the budget, the Trustees approve key variables such as tuition increases, faculty and staff salary pools, new faculty and staff positions, and new College-wide initiatives. The Board of Trustees does not review every budget line item, giving the College administration the appropriate autonomy and flexibility to develop and manage the institution's budget.

Financial Planning and Budgeting Procedures (7.A.2–3)

The College's Strategic Plan (see Standard 1 for additional information about the *Goals, Objectives, Strategies, and Tactics* strategic planning document) guides the financial planning for the College. The Strategic Plan is updated and revised by the President's Council (see 6.C.2-3) 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 *Goals, Objectives, Strategies, and Tactics* strategic planning document identifies the top priorities of the College for fulfilling the College's mission (the strategic plan's "goal"). Specific strategies and tactics are then identified to accomplish those prioritized objectives. Costs are estimated for the various components of the plan and integrated into the College's budget

model, which then forecasts revenues and expenses for five years. The five-year life-cycle plan allows for the identification of major renovation projects for facilities, the costs for which are also included in the budget model. New capital projects are also identified in the Strategic Plan. The Trustees determine whether these projects will be funded by gifts, debt, reserves, or some combination. The estimated operating and maintenance costs of new facilities are identified in the planning document and included in the budget model as well.

In 2005, the College's new President established a campus-wide Budget Advisory Committee to "increase feedback, participation and transparency in the college budget process." The Budget Advisory Committee includes faculty, staff, and students and advises the President on the development of the College's annual budget. The process for developing the budget entails each department submitting requests on a standardized form to their supervisory Administrative Officer (called a Budget Officer). The Budget Officers consolidate and prioritize their area's requests and present them to the Budget Advisory Committee. The Committee then provides input to the President on prioritizing the total requests. The President and Budget Officers of the College make a final budget recommendation to the Trustee's Budget Committee and the entire Board of Trustees. Highlights of the final budget are shared in a letter from the President to the students, faculty, and staff and are posted on the Budget Advisory Committee Web site.

The College typically does not amend the budget during the year. Departments and Budget Officers are held accountable for operating within their overall allocated budgets. However, they do have the flexibility to exceed their budget in one area if they have underspent in another area, and departmental deficits and/or surpluses may be carried forward each year. The College has found that this flexibility has resulted in departments consistently coming in under budget on an overall basis. Departments have built up cumulative operating surpluses of more than \$900,000, which they can use to fund special one-time

initiatives. This flexibility avoids most of the usual “use it or lose it” bureaucratic mentality of many large organizations.

Debt (7.A.4)

Until 1998 Whitman College had a long-standing tradition of not issuing debt for capital purposes. In that year, the Trustees determined that the College was in a strong financial position and that it would be advantageous to issue debt for top capital projects. The original debt issuance has been refinanced once. The College is currently evaluating the possibility of issuing additional debt. As part of that evaluation, a debt policy is being developed by the Chief Financial Officer for the Trustees’ approval.

Adequacy of Financial Resources (7.B)

Source of Funds, Reserves (7.B.1, 7.B.7)

Whitman has sufficiently strong financial resources to support the educational mission of the College. Income from the College’s \$340 million dollar endowment contributes nearly one-third of the funds for the educational and general expenses of the institution. The College relies on current gifts to support a modest 2% of the general budget. This low dependence on current gifts to support operations provides additional budget stability and frees up gifts to support the top capital projects of the College.

The College has consistently raised in excess of \$10 million a year in new gifts (including deferred gifts at face value) to support capital projects, the endowment, and current operations. With the arrival of President Bridges in 2005, the administration and governing boards began exploring a possible capital campaign. It is hoped a campaign will increase annual giving to a higher level on an ongoing basis. The additional costs of operating the campaign will likely be funded in the short term through unrestricted gifts and the operating budget.

While Whitman is fortunate to have an endowment that funds one-third of its educational budget, the College recognizes that additional funding sources are needed to continue to strengthen and support the academic mission of the institution. While the College’s fundraising efforts during the past 10 years have significantly strengthened the physical plant, the next 10 years of fundraising will most likely focus on supporting programmatic and operational needs. The College has also focused on raising net

tuition revenue by pricing tuition closer to that of other institutions with whom we are competing for students and faculty. The Trustees have intentionally raised tuition at a rate expected to be slightly higher than the College’s peers in recent years. At the same time, the Financial Aid Office has carefully managed financial aid awards to meet a higher level of demonstrated need to ensure the continued access to a Whitman education.

The College has a healthy balance sheet with \$447 million in net assets of which 39% is unrestricted and 38% is temporarily restricted. The College has identified the major risks for budget shortfalls (such as enrollment shortfalls, unexpected financial aid costs, operating budgets which are subject to significant volatility, and a downturn in financial markets) and has set aside appropriate levels of reserves to absorb likely potential shortfalls during financially challenging times. Funds are set aside in an enrollment reserve, a residence life reserve, a food service operations reserve, a fringe benefits reserve, a retiree medical reserve, a scientific equipment reserve, a self-funded medical insurance reserve, a life-cycle facilities reserve, and departmental year-end surpluses. The amounts of reserves are reported to the Trustees every year.

Debt Service (7.B.2)

The College has approximately \$29 million in outstanding tax-exempt bonds. The bonds were issued with a variable-rate interest structure, but the full amount was converted through an interest rate swap to a fixed rate. The fixed rate makes it easier for the College to predict future debt payments. The principal of the bonds is due in a bullet payment in 2029. The Board of Trustees set aside more than \$10 million of unrestricted funds in a quasi-endowment to fund the principal payment. The College’s budget-model forecasts that over the 30-year life of the bonds the quasi-endowment will grow in excess of the principal amount due, even after helping to support the debt service payments through the 5% endowment payout on these funds. Current debt service is approximately 3% of the operations budget, which is significantly below the average of similarly rated institutions. Whitman is rated Aa3 by Moody’s.

Financial Stability (7.B.3)

Whitman College has a long history of balanced budgets and steady growth in endowment and net assets. Whitman, like most colleges, experienced a downturn in investments in 2000 and 2001 due to

poor investment markets. However, through steady management by the Board of Trustees' Investment Committee and ongoing fundraising efforts, the endowment has regained all the losses suffered and is now close to \$340 million.

Interfund Borrowing (7.B.4)

Whitman allows limited interfund borrowing for capital expenditures. Repayment terms are based on current market rates and terms that are less than the expected life of the asset. The Treasurer reports all interfund borrowing to the Board of Trustees annually, and the Trustees approve the interest rate for each year.

Financial Resources (7.B.5)

Whitman College has adequate financial resources to carry out its mission of offering an outstanding liberal arts education. This is demonstrated by the successes in recruiting and retaining a talented student body, faculty, and staff. A graduation rate averaging 86% indicates a high level of student satisfaction. An alumni giving rate in excess of 50% is another strong indicator of satisfaction with a Whitman education.

Financial Aid (7.B.6)

The Trustees receive standard budget reports that identify financial aid that is funded by restricted endowments (approximately one-third) and that portion of financial aid that is unfunded. The Dean of Admission and Financial Aid is the senior budget officer responsible for forecasting financial aid expenditures. The College has done well with the overall managing of financial aid expenditures within budget.

Financial Relationships (7.B.8)

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

Financial Management (7.C)

Organization and Control (7.C.1–3)

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

is Secretary to the Board of Trustees and in such capacity keeps the Board of Trustees fully informed about the financial adequacy and stability of the institution. Reporting to the Chief Financial Officer are a Controller, Director of Administrative Services, and Director of Physical Plant Services, who oversee the primary financial and plant management of the College. The College is currently exploring the possibility of adding a new position of Investment Officer to work with the Investment Consultant and the Trustee's Investment Committee in overseeing the College's investment management.

The College has the necessary internal controls and business processes to adequately forecast and manage all expenditures and revenues. Disbursements for financial aid and student employment are subject to the College's budgeting process. All revenues and expenses, regardless of their source, are subject to audit as well as to the policies, procedures, and systems of internal control for the institution as a whole. The most recent audit had no comments rising to the level of a management letter.

Investment Management (7.C.4)

The Board of Trustees has approved, and periodically reviews, an investment management policy and a cash management policy. The investment management policy includes the authorization of a spending formula from endowment to support operations.

Accounting and Auditing (7.C.5–7, 12–13)

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

Fundraising and Development (7.D)

Fundraising Activities (7.D.1)

The fundraising and development functions at Whitman College are under the administration of the Vice President for Development and College Relations, who reports to the President of the College. The personnel in this area are responsible for fundraising, alumni relations, and efforts to enhance the visibility of the College distinct from those of the Office of Admission and Financial Aid. Fundraising priorities are set by the President and the Board of Trustees based on the College's Strategic Plan. The President is currently leading a campus-wide discussion regarding a longer term vision for the College than is provided by the Strategic Plan's five-year projection. As the faculty, the President, and the Trustees work toward consensus on that projection, fundamental cornerstones of the President's vision are integrated into discussions with current and potential supporters of the College through fundraising work, alumni programming, and advancing of the College's message and mission in publications and on the Web.

The College's Strategic Plan lists numerous initiatives that call for dedicated fundraising efforts. The overarching objective of the College's fundraising is to enhance Whitman's financial resources to better support the academic mission of the College. Components of this objective are found in various other objectives in the planning document and include funding a new endowed professorship/chair each year, increasing funding for faculty/student collaborative research projects, funding additional support for internships for students, and expanding endowments to support student financial aid. Additionally, as the College looks forward to a possible comprehensive campaign, the Strategic Plan lists numerous operational needs that will help increase the fundraising totals achieved in future years.

Administration (7.D.2)

Standards of the Council for the Advancement and Support of Education (CASE) and the National Society of Fundraising Executives (NSFRE) are adhered to by the development staff. Whitman is in full compliance with national and state regulations regarding fundraising. Active professional participation in organizations that support high standards and professional development in fundraising is supported by the College; staff annually attend relevant training sessions and courses that increase their skills and professionalism. Records are maintained regarding the origins of all gifts, and, when appropriate,

endowment or gift agreements are created to ensure that full and accurate use of donated funds is accomplished.

Relationships (7.D.3)

Whitman College does not have fundraising efforts dedicated to any foundation bearing its name. The Paul Garrett Trust, formed with proceeds of an estate from an alumnus, is constituted specifically to benefit Whitman College, but no fundraising is conducted to grow the assets in this trust.

On a future campaign

During the last two years, the President has led discussions about the long-range future of Whitman College. It is anticipated that components of this vision will form the basis of a comprehensive capital campaign. The College has not completed a public comprehensive campaign since the late 1980s. Instead, the College has conducted a series of mini-campaigns over the last 10 years. These efforts targeting support for new professorships, construction of new facilities, and the remodeling of major facilities have been highly successful at increasing annual fundraising results and have provided much needed improvements to the College's facilities and programming. The Administration believes that the time has come for a public campaign to allow for a broader array of priorities to be promoted on an ongoing basis while also increasing the College's fundraising results. The thrust of this campaign will likely revolve around three draft themes: cultivating and educating for global citizenship, increasing opportunities for "Exceptional Learning Opportunities" for Whitman students, and securing access to a Whitman education for a more diverse range of qualified young people.

The development staff is fully engaged in an analysis of the College's fundraising capacity, research on potential large donors, and discussion of priorities with current and prospective donors.

Analysis and Appraisal

Overall, the College has adequate financial resources to effectively conduct its mission. Whitman is fortunate to have a larger endowment than most liberal arts colleges in the Pacific Northwest, and the quality of its programs reflects the strength of its financial resources. At the same time, there are many other colleges throughout the country that have resources far greater than Whitman's, and the College's challenge is to become increasingly competitive within this group of schools. A possible capital campaign

focused on endowment would help strengthen Whitman's financial resources.

The continuous planning, appraisal, and revision of the College's priorities using the *Goals, Objectives, Strategies, and Tactics* strategic planning document (the College's Strategic Plan) and budgeting procedure have served the College well for several years. In concert with the President's new Budget Advisory Committee, the budgeting process at the College is effective and efficient, allows for a greater degree of transparency, and is more inclusive of a greater number of campus consistencies.

Like every other college, Whitman could benefit from more staff positions and higher salaries. The College benchmarks staff salaries against those of local employers and a panel of comparison colleges, and while Whitman salaries are competitive in many areas, they are less so in others when compared to similar institutions. It can be challenging to recruit some staff positions when competing in national markets. On the other hand, within the Walla Walla Valley, Whitman College is considered a very desirable employer with outstanding benefits. Despite the challenges of raising salaries, the College's overall staff turnover rate is low —typically about 10%, with many of those returning to school or citing family reasons — and the College often has a large number of applicants for most positions. While the College is working to raise the overall level of staff salaries, there is little evidence that staff salary levels have negatively impacted the quality of the educational resources afforded Whitman students or the pedagogical or research needs of faculty.

The College has fewer staff to support faculty and students than the median number in the "Panel of 14" and is working to increase staff in targeted areas. In the 2006–2007 and into the 2007–2008 academic years, responding to staffing needs, program expansion, and long-term planning such as the Dean of the Faculty's *Building on Excellence*, staff positions were, or will be, added including a new Reference Librarian, an Instructional Media Services Consultant for Technology Services, an Associate Director of Academic Resources, an Assistant Director of Study Abroad, a Director of Post-baccalaureate Grants and Fellowships, an Assistant Director of the Intercultural Center, a Director of the Fitness Center, a Sports Information Director, a Web Content Specialist for the Communications Office, an Assistant Director of Planned Giving, and several administrative assistants and support staff across campus.

Whitman measures the adequacy of its financial resources in a number of ways. It benchmarks itself on key indicators with a group of comparative colleges. These benchmark reports are reviewed by the Trustees' Budget Review Committee. The College also monitors key financial indicators at Whitman for the past five years through the College's key indicators report. The key indicators track sources of revenue, endowment performance, student profiles, fundraising, key operating budgets per student, salary comparisons, and reserves. Finally, the College's budgeting process allows all departments to identify and request additional funds for their top needs and priorities each year. These requests are measured against priorities identified in the College's Strategic Plan and reviewed by the President's Budget Advisory Committee.

A strongly supportive alumni body, demonstrated by a 50% giving rate for 23 consecutive years, is of great benefit to the College. The College values the degree of ownership alumni have in Whitman and the pride they take in being members of the Whitman community. To maintain its competitive position, and to continue to improve on it, the College is seeking a higher level of giving among its alumni as expressed in participatory gifts to the annual fund and attendance at Whitman events. Understanding that building Whitman's strength requires greater philanthropic support, the College's message to its alumni is evolving from one that encourages participation to one that calls for alumni to aspire to help Whitman remain competitive among the nation's leading liberal arts colleges. A capital campaign is viewed as an excellent vehicle to broadcast this message.

Projection

The College is in the process of developing a debt policy, which will be submitted to the Board of Trustees for their approval.

Whitman is in the planning stage for a capital campaign. Discussions to revise the long-range vision for the College will continue through the fall of 2007, after which, feasibility testing of the campaign themes will be conducted. Results of those discussions will lead to a decision whether to launch the silent phase of the campaign in the summer of 2008.

The College will continue to work to bring staff salaries in line with comparable institutions where appropriate; the College will add staff positions where needed taking into account the overall needs of the College and the College's educational mission.

See **Tables 3-10** on the following pages.

Standard Seven - Finance Table 3 Summary Report of Revenues and Expenditures

	Actual				Projected			
	June 30, 2004	June 30, 2005	June 30, 2006	June 30, 2007	June 30, 2008	June 30, 2009	Amount	
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	
Education and General								
Revenues	44,127,153	44,950,710	47,654,672	49,674,917	53,365,525	56,276,333		
Expenditures	(51,667,136)	(53,863,971)	(56,977,713)	(59,843,088)	(63,712,866)	(66,485,097)		
Transfers - Mandatory								
Transfers - Non mandatory	10,748,561	8,258,143	10,693,680	11,536,943	11,945,637	12,815,315		
Net Excess (Deficit)	3,208,578	(655,118)	1,370,639	1,368,772	1,598,295	2,606,551		
Auxiliary Enterprises								
Revenues	7,355,860	7,719,350	7,869,404	7,929,273	8,351,379	8,691,437		
Expenditures	(6,142,781)	(6,543,869)	(6,625,520)	(6,512,041)	(6,879,677)	(7,165,986)		
Transfers - Mandatory								
Transfers - Non mandatory	(1,287,390)	(1,209,698)	(1,259,168)	(1,353,508)	(1,406,066)	(1,457,847)		
Net Excess (Deficit)	(74,311)	(34,217)	(15,284)	63,724	65,636	67,604		
Net Operational Excess (Deficit)	3,134,267	(689,335)	1,355,355	1,432,496	1,663,931	2,674,155		

Standard Seven - Finance Table 4 Sources of Financial Aid

	Actual						Projected					
	June 30, 2004		June 30, 2005		June 30, 2006		June 30, 2007		June 30, 2008		June 30, 2009	
	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Annual Private Contributions	144,736	1.0%	163,302	1.1%	158,775	1.0%	165,517	1.0%	161,244	0.9%	164,469	0.9%
Governmental State Aid	160,369	1.1%	166,905	1.1%	209,191	1.3%	251,246	1.5%	200,866	1.1%	204,884	1.1%
Federal Aid (PELL, SEOG, WS)	823,065	5.8%	834,536	5.4%	835,350	5.1%	788,745	4.6%	836,832	4.6%	853,569	4.5%
Endowment Earnings (Non-Foundation)	5,354,022	38.0%	4,350,113	28.2%	4,880,724	30.0%	5,336,252	31.0%	5,711,476	31.6%	6,137,297	32.1%
Institutional Unfunded Aid	7,566,903	53.7%	9,843,900	63.9%	10,156,468	62.4%	10,631,730	61.8%	11,130,622	61.6%	11,703,225	61.3%
Federal Student Loans (if applicable)		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Nonfederal Workstudy Aid	47,101	0.3%	43,956	0.3%	36,100	0.2%	37,778	0.2%	42,058	0.2%	42,900	0.2%
Total Financial Aid	14,096,196		15,402,712		16,276,608		17,211,268		18,083,099		19,106,344	

Standard Seven - Finance Table 5 Undergraduate Enrollment, Tuition and Unfunded Financial Aid						
	Actual			Projected		
	June 30, 2004 Amount	June 30, 2005 Amount	June 30, 2006 Amount	June 30, 2007 Amount	June 30, 2008 Amount	
Annual Undergraduate Tuition Rate	\$ 25,400	\$ 26,870	\$ 28,400	\$ 30,530	\$ 32,670	
Index*	89	95	100	108	115	
Unfunded Financial Aid	7,566,903	9,843,900	10,156,468	10,631,730	11,130,622	
Index*	75	97	100	105	110	
Full-time Undergraduate Student Enrollment - Fall	1415	1455	1480	1405	1455	
Index*	96	98	100	95	98	
Total Undergraduate Headcount Enrollment - Fall	1454	1481	1512	1455	1481	
Index*	96	98	100	96	98	
Ratio of Unfunded Student Financial Aid to Undergraduate Academic Year Tuition	20.9%	25.2%	24.3%	24.8%	23.9%	

Standard Seven - Finance Table 6 Revenues

	Actual						Projected					
	June 30, 2004		June 30, 2005		June 30, 2006		June 30, 2007		June 30, 2008		June 30, 2009	
	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Tuition and Fees	36,209,215	38.4%	39,050,824		41,766,324		42,939,224		46,495,118		49,268,518	
Less: Scholarships & Fellowships												
Sponsored	(5,354,022)	-5.7%	(4,350,113)		(4,880,724)		(5,336,252)		(5,711,476)		(6,137,297)	
Un-sponsored	(7,566,903)	-8.0%	(9,843,900)		(10,156,468)		(10,631,730)		(11,130,622)		(11,703,225)	
Government Grants & Contracts												
Unrestricted												
Temporarily Restricted	1,113,631	1.2%	986,816		994,170		1,052,170		1,073,213		1,094,677	
Permanently Restricted												
Private Contributions, Grants & Contracts												
Unrestricted	3,589,199	3.8%	1,651,986		1,236,988		1,679,918		1,713,517		1,747,787	
Temporarily Restricted	5,539,990	5.9%	3,700,734		4,084,945		4,247,449		3,827,398		3,903,946	
Permanently Restricted	4,472,658	4.7%	3,528,696		3,325,000		3,685,529		4,254,240		4,339,325	
Investment Income												
Unrestricted	2,046,519	2.2%	3,971,266		2,923,278		3,039,961		3,100,761		3,162,776	
Temporarily Restricted	1,821,303	1.9%	2,228,279		3,996,384		2,735,628		2,790,341		2,846,148	
Permanently Restricted	273,135	0.3%	195,871		193,356		225,203		229,707		234,301	
Sales and Service												
Room	2,665,787	2.8%	2,730,872		2,865,341		2,982,112		3,109,978		3,265,477	
Board	2,979,192	3.2%	3,105,229		3,206,475		3,150,000		3,339,000		3,505,950	
Bookstore	1,215,614	1.3%	1,227,019		1,172,313		1,234,760		1,240,000		1,248,819	
Rental properties	495,267	0.5%	656,230		625,275		562,401		662,401		671,191	
Realized/Unrealized Net Gains on Investments	46,039,012	48.8%	19,407,093		39,657,904		30,050,880		34,235,156		35,048,245	
Other (Specify)												
Actuarial change in NPV	(2,279,410)	-2.4%	(636,523)		(592,666)		(1,192,924)		(1,216,782)		(1,241,118)	
Student loan income and finance charge	485,288	0.5%	566,079		375,440		485,114		494,817		504,713	
Other fees and rental charges	670,620	0.7%	770,714		350,141		609,102		621,284		633,709	
Total Revenues	94,416,095	100.0%	68,947,172		91,143,476		81,518,547		89,128,050		92,393,942	

Standard Seven - Finance Table 7 Expenditures

	Actual						Projected					
	June 30, 2004		June 30, 2005		June 30, 2006		June 30, 2007		June 30, 2008			
	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Instruction	14,935,496	31.3%	15,929,542	31.8%	16,403,185	31.6%	17,500,000	32.7%	18,184,000	32.6%		
Research	426,727	0.9%	462,110	0.9%	463,912	0.9%	469,000	0.9%	487,000	0.9%		
Public Service	15,164	0.0%	3,857	0.0%	0	0.0%	0	0.0%	0	0.0%		
Academic Support	4,296,787	9.0%	4,209,325	8.4%	5,007,115	9.7%	4,390,000	8.2%	4,561,000	8.2%		
Libraries	1,501,613	3.2%	1,403,943	2.8%	1,404,721	2.7%	1,509,000	2.8%	1,568,000	2.8%		
Student Services	5,390,104	11.3%	5,538,085	11.1%	6,032,221	11.6%	6,240,000	11.7%	6,484,000	11.6%		
Institutional Support	7,211,211	15.1%	7,335,929	14.7%	7,829,662	15.1%	8,000,000	15.0%	8,312,000	14.9%		
Operation and Maintenance of Plant	3,173,882	6.7%	3,628,066	7.3%	3,529,927	6.8%	3,911,000	7.3%	4,064,000	7.3%		
Depreciation	3,017,713	6.3%	3,011,950	6.0%	3,246,707	6.3%	3,590,000	6.7%	3,730,000	6.7%		
Interest	1,549,354	3.3%	1,410,374	2.8%	1,316,766	2.5%	1,389,000	2.6%	1,443,000	2.6%		
Auxiliary Enterprises	6,142,781	12.9%	6,543,869	13.1%	6,625,520	12.8%	6,512,041	12.2%	6,879,677	12.3%		
FIN 47 prior period adjustment			539,740									
Total Operating Expenditures	47,660,832	100.0%	50,016,790	100.0%	51,859,736	100.0%	53,510,041	100.0%	55,712,677	100.0%		
Change in Net Assets	46,755,263		18,930,382		39,283,740		28,008,506		33,415,373			
Beginning Assets	341,618,288		388,373,551		407,303,933		446,587,673		474,596,179			
Ending Net Assets	388,373,551		407,303,933		446,587,673		474,596,179		508,011,551			

Standard Seven - Finance Table 8 Assets, Liabilities and Net Assets

	Actual			Projected June 30, 2007 Amount
	June 30, 2004 Amount	June 30, 2005 Amount	June 30, 2006 Amount	
Assets				
Cash	5,644,619	6,791,733	6,114,185	6,307,183
Accounts Receivable	343,266	370,722	647,329	462,848
Inventories	365,753	379,957	396,116	388,221
Prepaid Expenses	36,794	442,722	576,974	359,207
Deferred compensation	1,693,650	1,782,498	1,626,940	1,735,050
Investments	332,952,979	358,262,982	390,034,341	419,336,745
Plant and Land	77,928,648	78,567,025	87,804,782	85,943,486
Pledges & Trusts Receivable	12,282,930	10,708,824	10,609,237	11,424,337
Student loans, net	3,481,087	3,520,193	3,368,911	3,525,865
Total Assets	434,729,726	460,826,656	501,178,815	529,482,940
Liabilities				
Accounts Payable	3,077,119	5,595,662	3,497,629	4,137,939
Salaries and wages payable	2,164,293	2,236,548	2,352,461	2,296,123
Government advances for student loans	3,266,948	3,305,702	3,293,697	3,354,558
Other (Specify)				
Deferred revenue and enrollment deposits	864,771	1,018,841	1,124,054	1,022,606
Long-term				
Bonds Payable	25,669,461	28,970,387	32,249,571	31,909,350
Long-term obligations	2,290,556	3,094,252	3,318,752	2,959,210
Annuity and Life Income Actual Liability	7,329,377	7,518,833	7,128,038	7,471,924
Deferred compensation	1,693,650	1,782,498	1,626,940	1,735,050
Deposits Held for Others				
Total Liabilities	46,356,175	53,522,723	54,591,142	54,886,761
Net Assets				
Unrestricted	153,181,125	157,406,223	173,187,866	185,092,510
Temporarily Restricted	139,171,048	147,308,838	168,379,246	173,559,823
Permanently Restricted	96,021,378	102,588,872	105,020,561	115,943,847
Total Net Assets	388,373,551	407,303,933	446,587,673	474,596,179

Standard Seven - Finance Table 9 Operating Gifts and Endowments

	Actual			Projected		
	June 30, 2004	June 30, 2005	June 30, 2006	June 30, 2007	June 30, 2008	
	Amount	Amount	Amount	Amount	Amount	Amount
Annual Gifts						
Operations Restricted	2,018,732	957,675	1,110,528	1,389,558	1,417,349	
Operations Unrestricted	2,425,993	1,415,305	1,099,638	1,679,918	1,713,517	
Endowments Exclusive of Foundation Gifts	2,884,238	3,796,850	3,423,410	3,435,529	4,004,240	
Tax Deferred & Other	3,983,366	241,753	102,436	500,000	500,000	
Plant	2,289,516	2,469,833	2,910,921	2,607,892	2,160,050	
Total	13,601,845	8,881,416	8,646,933	9,612,897	9,795,155	
Ratio of Annual Gifts to E&G	33.36%	21.36%	19.65%	20.87%	20.13%	
Endowment Fund Balance						
Permanent	86,968,000	97,643,000	99,672,000	103,107,529	107,111,769	
Term	112,489,000	122,273,000	138,647,000	147,168,305	156,124,173	
Quasi	89,018,000	92,733,000	101,532,000	106,636,386	111,921,978	
Total	288,475,000	312,649,000	339,851,000	356,912,220	375,157,919	

Standard Seven - Finance Table 10 Capital Investments

DO NOT INCLUDE DEPRECIATION EXPENSE	Actual			Projected		
	June 30, 2004 Amount	June 30, 2005 Amount	June 30, 2006 Amount	June 30, 2007 Amount	June 30, 2008 Amount	June 30, 2009 Amount
Land						
Beginning Cost	5,837,817	6,250,460	6,345,360	6,502,818	6,652,818	6,812,818
Additions	412,643	94,900	157,458	150,000	160,000	170,000
Deductions						
Ending Costs	6,250,460	6,345,360	6,502,818	6,652,818	6,812,818	6,982,818
Buildings						
Beginning Cost	88,889,417	96,707,876	98,481,148	101,494,018	110,837,474	110,837,474
Additions	8,784,756	2,022,965	3,663,164	9,343,456		14,500,000
Deductions	966,297	249,693	650,294			
Ending Costs	96,707,876	98,481,148	101,494,018	110,837,474	110,837,474	125,337,474
Furniture and Equipment						
Beginning Cost	2,587,509	2,878,437	2,641,926	2,823,619	2,902,322	2,982,322
Additions	352,848	144,037	456,301	317,729	320,000	320,000
Deductions	61,920	380,548	274,608	239,025	240,000	240,000
Ending Costs	2,878,437	2,641,926	2,823,619	2,902,322	2,982,322	3,062,322
Construction in Progress						
Beginning Cost	5,646,735	481,375	1,802,209	10,033,456	2,190,000	9,190,000
Additions	481,375	1,519,146	8,608,624	1,500,000	7,000,000	7,500,000
Deductions	5,646,735	198,312	377,377	9,343,456		9,190,000
Ending Costs	481,375	1,802,209	10,033,456	2,190,000	9,190,000	7,500,000
Debt Service						
Principal	0	0	0	0	0	0
Interest	1,549,354	1,410,374	1,316,766	1,389,000	1,572,000	1,939,000
Depreciation (Private Institutions Only)	3,017,713	3,011,950	3,246,707	3,590,000	3,690,000	4,160,000

Standard Eight — Physical Resources

Whitman College is located in the heart of historic Walla Walla on 60 acres adjacent to downtown. The College is particularly proud of its picturesque setting and buildings and has done much to ensure their upkeep and currency as educational resources. The environment and facilities of the institution are conducive to and supportive of the educational mission of the College.

The College's commitment to the maintenance and management of the physical resources of the institution is embedded in the *Campus Framework Plan*, the Life Cycle Program and the College's Strategic Plan. The *Campus Framework Plan* lays out the guiding principles for the College in managing the development of the campus. The Life Cycle Program ensures current facilities and infrastructure are properly maintained. The Strategic Plan integrates college-wide planning with budget priorities. The sixth objective of the 2006 Strategic Plan is to "Provide the technology, facilities, and staff necessary to support the academic mission" and includes strategies such as:

- Recruit and retain quality staff and administrators
- Integrate technology into College operations
- Provide reliable technology infrastructure
- Maintain currency of and ready access to technology resources
- Improve facilities

The improvement of facilities includes completing the design and plan for the construction of the College's new visual arts center, creating a staff management position for the new center, and planning for operating costs, life cycle contributions, and IT replacement for the center. Also included in facilities improvements is the planning for upgrades of the College's Harper Joy Theater, the renovation of the social science building (Maxey Hall), a determination of how best to utilize the soon vacant studio arts space in the humanities building (Olin Hall), and a renovation of the College's athletics complex, Sherwood Center. Finally, the College's Strategic Plan includes the assessment, planning, and reconfiguring of "learning spaces" across campus. See **Figure 8.1, page 162**.

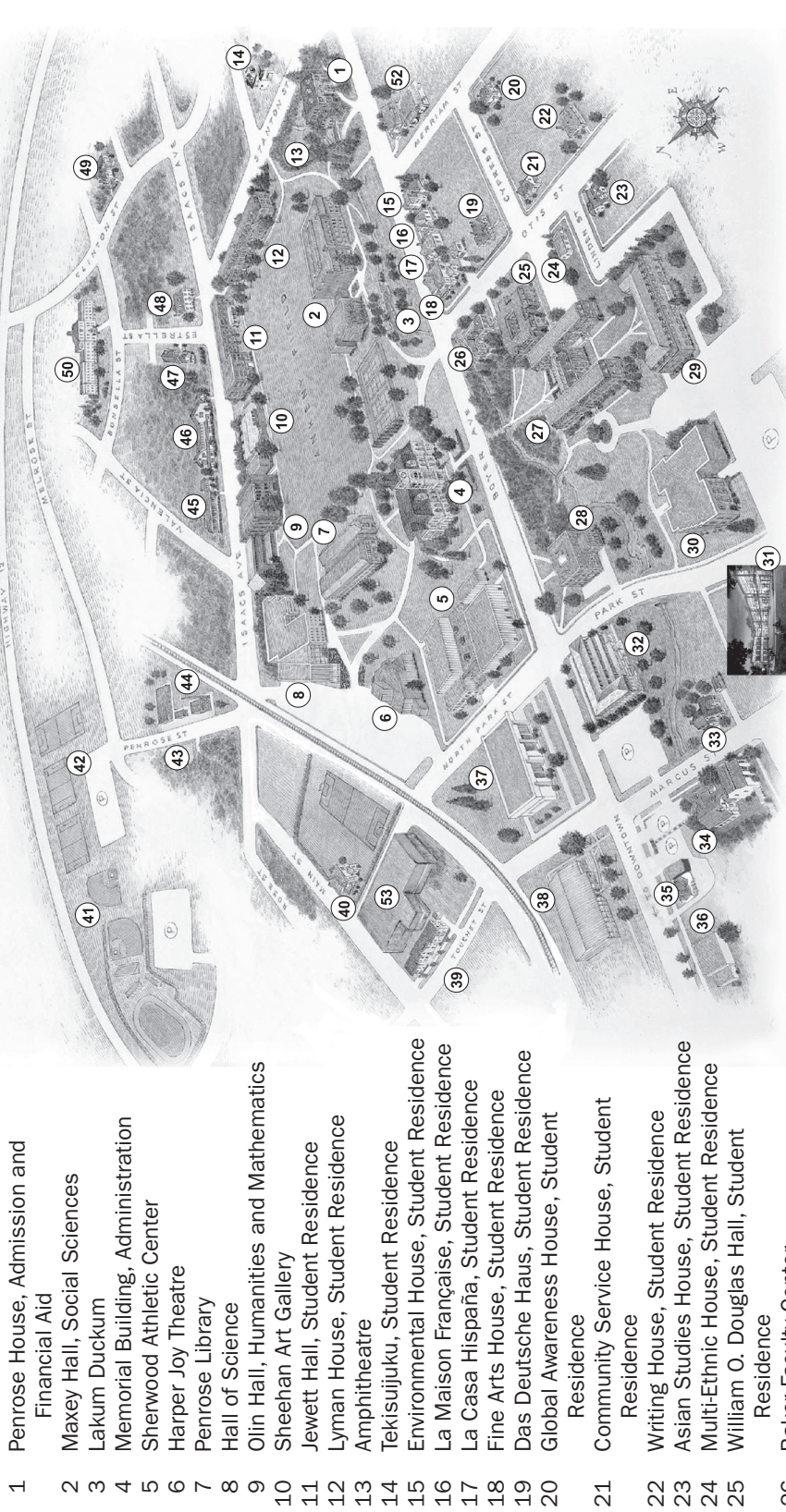
Instructional and Support Facilities (8.A)

The College's instructional facilities are sufficient and adequate to meet the instructional mission of the institution. The College has three main academic buildings (Maxey Hall, Olin Hall, and the Hall of Science), each with a variety of classrooms ranging in size and set-up (i.e., seminar rooms, tiered lecture rooms, "smart-classrooms"). Each of the buildings has a public computer lab and at least one auditorium. All the buildings have wireless connectivity. In addition to the main academic buildings, other instructional buildings include the Hall of Music, the Harper Joy Theater, Hunter Conservatory, Sherwood Center, the Baker Ferguson Fitness Center, the Dance Studio, and the Library.

Dedicated research and/or laboratory spaces are located in most academic buildings on campus. Laboratory spaces are principally used to augment lecture courses with hands-on experience or computer-based activities. Examples include most science courses, music technology, film editing, social science courses, and language classes. Dedicated research space and laboratories are normally reserved for scholarly work by one or more faculty members that supports their individual research and the strong student-faculty research collaborations encouraged by the College.

Figure 8.2, page 163, summarizes the formal instructional learning spaces on campus.

Whitman College Campus Map



- 1 Penrose House, Admission and Financial Aid
- 2 Maxey Hall, Social Sciences
- 3 Lakum Duckum
- 4 Memorial Building, Administration
- 5 Sherwood Athletic Center
- 6 Harper Joy Theatre
- 7 Penrose Library
- 8 Hall of Science
- 9 Olin Hall, Humanities and Mathematics
- 10 Sheehan Art Gallery
- 11 Jewett Hall, Student Residence
- 12 Lyman House, Student Residence
- 13 Amphitheatre
- 14 Tekisujuku, Student Residence
- 15 Environmental House, Student Residence
- 16 La Maison Française, Student Residence
- 17 La Casa Hispana, Student Residence
- 18 Fine Arts House, Student Residence
- 19 Das Deutsche Haus, Student Residence
- 20 Global Awareness House, Student Residence
- 21 Community Service House, Student Residence
- 22 Writing House, Student Residence
- 23 Asian Studies House, Student Residence
- 24 Multi-Ethnic House, Student Residence
- 25 William O. Douglas Hall, Student Residence
- 26 Baker Faculty Center
- 27 Prentiss Hall, Student Residence
- 28 Hunter Conservatory
- 29 Anderson Hall, Student Residence
- 30 Hall of Music
- 31 Site of Fouts Center for Visual Arts
- 32 Reid Campus Center
- 33 Alumni House
- 34 Marcus House, Student Residence
- 35 Boyer House
- 36 Dance Studio
- 37 Cordiner Hall
- 38 Bratton Tennis Center
- 39 College House, Student Residence
- 40 Tamarac House, Student Residence
- 41 Borleske Stadium
- 42 Whitman Athletic Complex
- 43 Organic Garden
- 44 Physical Plant Services
- 45 Beta Theta Pi
- 46 Tau Kappa Epsilon
- 47 Phi Delta Theta
- 48 Sigma Chi
- 49 Sherwood House, President's Residence
- 50 North Hall, Student Residence
- 51 Bracher Observatory
- 52 Welty Center
- 53 Baker Ferguson Fitness Center

Figure 8.1

Whitman College Facilities

Building	No. of classrooms / labs	Number "Smart"*	Types		Auditoriums	General Access Computer labs	Specialized/ Departmental Computer labs	Misc.
Maxey Hall	17	8	Seminar, general purpose, tiered	11 - 50	1 seating 340	28-station general lab and computer classroom		
Olin Hall	19	12	Seminar, general purpose, tiered	14 - 60	1 seating 125 1 seating 63	30-station general lab	Language Center Mathematics lab	8 studio art classrooms
Science Building	33	13	Seminar, general purpose, tiered	8 - 50	1 seating 92 1 seating 135	18-station general lab 12-station GIS lab/classroom	Astronomy Lab Geology Lab Neuro/BBMB Lab	Student research spaces Planetarium
Hall of Music	3	1	Seminar, general purpose	15 - 35	1 seating 50 1 seating 285		Music technology lab Music Listening library/lab	25 practice rooms
Hunter Conservatory	4	2	General purpose	16 - 28	1 seating 112	Multimedia Development lab	Debate preparation lab	Public Address classroom
Memorial	3	1	General purpose	16 - 30				
Reid Campus Center	4	1	Seminar, general purpose	16 - 24				Ballroom
Harper Joy Theater	3	1	General purpose	10 and 35	1 theater seating 250 1 theater seating 50		Theater design lab	Shop
Baker Ferguson Fitness Center	1		Seminar	20				
Sherwood Center	2	1	General Purpose	15				
Dance Studio	1		General Purpose	variable				

*Smart Classrooms include built-in data projection, sound system, permanently installed computer, VCR/DVD deck and Internet connectivity.

Figure 8.2

In addition to the formal instructional facilities listed above, there are numerous informal “learning spaces” and intentional study spaces located in the Library, the residence halls, the academic buildings, the campus center, and elsewhere across campus. Study spaces include table space, power outlets, and a variety of seating arrangements.

The past 10 years have witnessed significant improvements to Whitman’s physical facilities. Accomplishments include:

- The elimination of deferred maintenance and full funding of an ongoing life cycle reserve program for all facilities
- Construction of the Walter A. Bratton indoor tennis facility in 1996
- The renovation of the old Hall of Music into the Hunter Conservatory for Communication Arts and Technology in 1998
- A major \$12.4 million, 24,000-square-foot expansion and renovation of Penrose Library
- The acquisition of the Johnston Wilderness Campus. The 26-acre area approximately 25 miles southeast of the Whitman College main campus includes a main lodge, three residences, and several other buildings. The campus is used primarily for environmental projects and college retreats.
- The opening of 17 acres of athletic fields two blocks from campus containing multiple baseball, soccer, football, lacrosse, and ultimate Frisbee fields
- The building of the 50,000-square-foot Reid Campus Center in January 2002. The Center houses a large café and dining area, student service offices, Career Center, Grants and Fellowships Office, and Intercultural Center. It features a ballroom for large gatherings and concerts, a coffeehouse stage, post-office, art gallery, the Outdoor Program and rental shop, offices for the Associated Students of Whitman College (ASWC), the Whitman radio station, the Whitman bookstore, and numerous meeting and work rooms.
- The addition of a 35,000-square-foot science building in 2002 and the renovation of much of the 79,000-square-foot existing science facility during the summers of 2002 and 2003
- The renovation of the basement of the Hall

of Music in the summer of 2003 to allow more practice rooms and offices

- The creation of the Environmental Studies Center in Maxey Hall during the summer of 2003
- The renovation of the main gymnasium in Sherwood Center with a new floor and bleachers during the summer of 2004
- The acquisition of Boyer House in 2002 for the offices of Production Services and Distribution Services as well as additional faculty office space for retired and adjunct faculty
- The opening of the new \$10.5 million Baker Ferguson Fitness and Aquatic Center fall 2006
- The \$1.3 million relocation of the health and counseling services into the newly renovated/constructed Welty Health Center in 2006
- The groundbreaking for a new \$14.2 million Visual Arts Center in spring 2007. The building will house the studio art program and include studios, classrooms, and office space.

All projects listed above included the furnishings, equipment, and staffing necessary for study and research by students and faculty. All projects included the required upgrades, such as accessibility, fire suppression, and ventilation to be in compliance with new health and safety building codes. All facilities at the College have appropriate access for the physically disabled, and every major residence hall has fire sprinklers and ADA accessible elevators. Existing College facilities that have not undergone any major capital project renovation have nonetheless benefited from the ongoing life-cycle process of continuous maintenance and improvement. For example, in 2006, after consultation with the faculty in the Social Sciences Division, Maxey Hall classrooms were furnished with all new furniture.

Whitman College does not offer programs in facilities not owned by the College.

Analysis and Appraisal

Major capital projects combined with the College’s ongoing life-cycle projects for the maintenance and management of existing facilities have ensured that the institution’s instructional facilities are sufficient to continue to meet Whitman College’s mission and goals. Classrooms and labs are comfortable, clean, and continuously maintained. Faculty have several

options for the type of classroom that suits their specific pedagogical needs.

Although classroom/lab space is presently adequate, issues of space in the Science Building will need to be examined in the near future. One possible way to free up additional classroom space in science, and across campus, is to encourage faculty to teach more of their courses in early morning time-slots. That will not, however, fully address the challenge of creating more laboratory space in a couple of years.

Office space for faculty is at a premium. Although every faculty member has a fully furnished office, as the faculty increases, this issue will also need to be addressed. Currently, faculty on a full-year sabbatical occasionally need to vacate their office to make room for their sabbatical replacement and take up residence in the library or in one of the non-academic buildings. Planned renovations of several academic buildings over the next few years will go far in alleviating this condition.

During the 2006–2007 academic year, the Dean of the Faculty appointed separate building committees for Maxey Hall, Olin Hall, Harper Joy Theater, and Sherwood Center. The charge to the committees was to study the needs of programs and faculty, evaluate “learning spaces” housed in the buildings, and offer recommendations for improvements. Two committees have just concluded their meetings, and two others are nearing completion.

As noted in Standard 5, the College is working to make nearly every appropriate room a “smart classroom.” And although the pace of renovation is quite good, the greater challenge will be addressing the need for ongoing support, maintenance, and replacement funding for equipment in these classrooms as their numbers rise. Budgets in these areas are receiving incremental increases to work toward addressing these needs.

Projection

The issues of office space are being addressed by the recommendations from the various building committees.

The relocation of the Art Department and studio art facilities to the new Visual Arts Center will leave a great deal of space adjacent to Olin Hall. The College will develop a plan to best utilize this space.

The issue of laboratory and office space in the Science Building will need to be examined.

The College will develop detailed plans and timetables for the renovation of various campus buildings based on the recommendations of the various building committees.

As funding allows, Technology Services will increase the number of “smart classrooms.” At the current rate of development, at least 50% of appropriate instructional spaces are expected to be “smart” within the next several years.

Equipment and Materials (8.B)

Whitman has in place the necessary operating budgets to procure, maintain, and replace as needed the technology and equipment needed for the instructional and operational activities of the College. Technology Services has operating budgets to support the College’s networking infrastructure, and the equipment necessary to support the faculty’s technology needs, maintain a four-year replacement cycle for most computers on campus, and fund the research and development of new technology resources. (See Standard 5 for more information on the College’s technology resources).

Computers, technology, and laboratory facilities are readily available — often 24 hours a day, seven days a week during the academic year — to both faculty and students for teaching and research needs.

The Dean of the Faculty oversees a small equipment replacement budget for the academic programs and also has a substantial budget to provide start-up equipment and budgets for new faculty members. Funding for academic equipment is periodically supplemented with grants from outside foundations and occasionally with targeted fundraising campaigns. For example, the new projector for the planetarium was funded by several local and national foundations. The Science Division also has a Science Equipment Replacement Fund (SERF) that funds both new equipment and the replacement of old equipment and a Science Equipment Fund that is used primarily to match funds raised from external sources by faculty in the sciences. Consumables, such as liquid nitrogen and other supplies, are funded from departmental budgets.

The Science Division 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.

The College Controller oversees an inventory of all equipment \$10,000 or greater in value. Technology Services maintains inventory control of all computer and technology equipment.

There are currently 44 staff who work for Physical Plant Services, including personnel in the areas of grounds, custodial, and maintenance; events setup/warehouse; recycling and motor pool; and skilled crafts. 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. The Board of Trustees periodically authorizes borrowing funds internally from the plant reserve to spread out the costs of larger equipment needs.

The Chemistry Stockroom Manager has been designated as the College's Chemical Hygiene Officer to oversee use, storage, and disposal of hazardous materials. In addition, the College's Safety Coordinator regularly brings in outside consultants to review the College's procedures in these areas. The safety coordinator provides safety-training programs for staff and faculty as needed, regularly inspects safety issues on campus, and coordinates an emergency management program. All hazardous materials are disposed of through a third-party licensed contractor.

Analysis and Appraisal

With an active and innovative faculty and students eager to do research alongside their professors, it is no surprise that there seems to be a never-ending appetite for new and sophisticated equipment and technology at Whitman. And although not all good ideas can be funded, at least in the short term, the College allocates ample funds for the laboratory and technical needs of faculty. Start-up budgets (often run across two years) for new faculty in science, for example, can exceed \$100,000 for equipment and supplies.

A four-year replacement cycle has been adequate for the computing needs of most faculty, and the technological infrastructure is maintained and upgraded as necessary to keep pace with technological advances and the ever-increasing requirements of faculty and students.

One issue currently under discussion is how to address life-cycle and ongoing support costs for technology equipment and resources acquired through academic grants. Technology Services is working to better educate faculty and staff involved in grant writing about the need to address sustain-

ability within grant budgets whenever possible. The institution adds incremental funding to computer and technology replacement budgets to provide for the gradual integration of grant-funded equipment into the normal replacement cycle.

The new Center for Visual Arts has been designed to meet safety and ventilation codes for working with the various art media.

Projection

The College will continue to provide necessary start-up budgets for new faculty. These budgets will expand to include the equipment needs of faculty across campus such as those in art and psychology.

Equipment and materials for renovated spaces in current buildings will be budgeted for and provided as necessary.

Physical Resources Planning (8.C)

The Constitution of the College provides for a Buildings and Grounds Committee that consists of five or more persons elected by the Board of Trustees. The members of the Committee are chosen because of their knowledge and experience and need not be members of the Board of Trustees and/or the Board of Overseers. It is the responsibility of the Buildings and Grounds Committee to advise and assist the President of the College, the Treasurer, and the Governing Boards on planning for the physical resources of the College. The College's master development plan, called the *Campus Framework Plan*, is created by the Buildings and Grounds Committee and approved by the Trustees.

The *Campus Framework Plan*, reviewed by the Building and Grounds Committee every few years and amended as needed, 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."

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 five guiding principles for campus renovations and expansion. These principles deal with the historical setting of the campus within the City of Walla Walla, campus boundaries and the interface of the campus with the surrounding residential community, the role of streets and open

spaces, and the functionality of the campus layout. Of particular note is the fifth principle: “The mission of the College to be a center for learning and personal growth should manifest itself to the greatest extent possible in all buildings and campus areas.” In 2002, a special site study was performed by the architectural firm of Thomas Hacker and Associates to assist the College in identifying property acquisition priorities and to rank College properties as to their suitability for accommodating residential, academic, and public facilities. As the result of this plan, the sites for the Fitness Center and Visual Arts Center were selected. The College also continues to acquire properties as available and suitable for College development as consistent with the *Framework Plan*.

Priorities for capital building projects are determined by the President in consultation with senior administrative staff and the Board of Trustees. The Board of Trustees determines how to fund each capital project, whether through fundraising, debt, or some combination of the two. As capital projects are developed, costs associated with operating and maintaining the facilities are estimated and included in the College’s Strategic Plan and the College’s budget model.

All College facilities plans include access for the physically impaired. Security and safety are also incorporated into plans and budgets. Appropriate exterior lighting is provided, landscaping is designed to avoid hiding places for potential assailants, and card-swipe access readers are provided in new facilities where late night access is required. Several years ago, the College installed a number of blue-light security phones across campus.

The College has two on-campus planning committees, the Tree and Landscaping Committee and the

Art Advisory Committee, which include faculty, staff, and students who participate in the general planning of the campus grounds. New building and renovation projects involve groups of faculty, staff, and students in the design process along with the architects.

The architects also conduct public forums to obtain broader input. All campus facilities plans are periodically reviewed with the Trustees’ governing board committees and ultimately approved by the Board of Trustees.

Analysis and Appraisal

The College’s *Campus Framework Plan* has worked well as a planning tool for the maintenance, expansion, and improvement of campus facilities. The plan, based on principles that respect the College’s place in the surrounding community and foster the liberal arts mission of the institution, has guided the College through a decade of unprecedented growth.

The College’s faculty, staff, and students take an active role in the planning and general design of buildings and renovations. A senior science faculty member, for example, was given a course reduction to serve as the liaison between the builders, architects, and science faculty during the planning and building phases of the new Hall of Science.

Projection

The College will continue to use the *Campus Framework Plan* in developing the physical resources of the College.

The College will continue to involve faculty, staff, and students in the conception and implementation of campus planning.

Standard Nine — Institutional Integrity

The mission of Whitman College, its goals, and statements in various College publications all emphasize the College's pledge to the ethical components of moral awareness, appreciation for diversity and tolerance, personal and social development, character, and responsibility. The College strives to meet the highest ethical standards through its dedication to honesty, fair practice, and academic and intellectual freedom and inquiry. The maintenance of a welcoming environment of safety, respect, collegiality, and community is ensured by policies and procedures for the ethical behavior of faculty, staff, and students and clear procedures for the administration of those policies. Various codes, policies, and procedures detailing the rights and responsibilities of the entire College community are widely disseminated to all constituencies of the College.

Ethical Standards (9.A.1) and Policy 9.1

The College takes seriously its responsibility to exemplify and advocate high ethical standards. Standards, policies, and expectations relating to the ethical operation of the College, its residential life programs, and the academic courses of study are explicated in numerous College publications including the *Constitution of the College*; the *Governing Board Handbook*; *Student, Parent, Staff, and Faculty Handbooks*; and the *Faculty Code*. Policies, principles, and guidelines contained therein include:

- Statements of nondiscrimination
- Conflict of interest policies
- Hiring, promotion, and termination policies for staff
- Hiring, promotion, and tenure policies and guidelines for faculty
- Grievance policies
- Policy on sexual misconduct
- Code on sexual harassment
- Academic dishonesty and plagiarism policy
- Academic standards
- Academic freedom
- Information technology and acceptable use policy
- Environmental principles
- Confidentiality policies
- Family Leave Policy
- Disciplinary Procedure
- Alcohol Policy
- Harassment and sexual harassment policies

As a reaffirmation of its commitment to the highest ethical standards and to clarify the standards by which misconduct by faculty may be determined, the faculty passed a revision to the *Faculty Code* in

February 2007, adding the following language: "All members of the faculty, whether on appointment with continuous tenure or not, are expected to adhere to the standards expressed in the 1987 Statement on Professional Ethics, as adopted by the American Association of University Professors."

Students are introduced to and educated about ethical issues in a variety of ways. Prior to arriving on campus, students receive a copy of the *Student Handbook*, which contains all policies governing student conduct. These policies include those on sexual misconduct, alcohol, drugs, harassment, academic dishonesty, theft, etc. Upon arriving on campus, all new students are required to attend lectures on "making positive choices," drugs and alcohol, sexual conduct, and communication. Following these talks, the Resident Assistants gather their residence hall section members (typically 20-30 students) together for in-depth discussions on the issues and key points of the lectures. In addition, during the first two days new students are on campus, the Resident Assistants conduct discussions about the key policies contained in the *Student Handbook*. At their first meeting with their pre-major advisers, new students are required to sign an Academic Dishonesty and Plagiarism form. Signing the form indicates that they have read and understood the College's Academic Dishonesty Policy. Beginning in the 2006–2007 academic year, student must sign a form indicating that they have read and understood the College's revised sexual misconduct policy. Throughout the school year, there are additional programs, speakers, and periodic all-campus student forums dealing with these types of issues. An increased emphasis on issues of diversity will be introduced into the orientation activities that take place for incoming students fall 2007.

Policy evaluation and revision (9.A.2)

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 to live, learn, and work. Any faculty member 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 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; admission materials are revised and updated annually to ensure an honest and accurate representation of the College.

Representation (9.A.3)

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.

Admission Office publications (including the separate publications aimed at high school juniors and seniors, financial aid brochure, visitor brochure, application packet, etc.) are updated annually to ensure that their

information is as accurate as possible. 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, Career Center, Residence Life Office, Dean of Student's Office, and Dean of the Faculty's Office are contacted to provide updated statistical information such as class sizes, graduation rates, tuition and fees, etc. 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.

Conflict of Interest (9.A.4)

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

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

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

Academic Freedom (9.A.5)

In conducting the self-study for the 2007 decennial accreditation, it became apparent that the College did not have an explicit statement on academic free-

dom. 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*). As explained in Standard 4, 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.)

However, as stated previously (see 4.A.7), although no complaint of a violation of academic freedom has been made in recent memory and in the 2004–2005 HERI Faculty Survey, 94% of respondents reported being "satisfied" or "very satisfied" with their "Autonomy and independence," it was thought prudent to add an explicit statement concerning academic freedom to the *Faculty Code*. 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.

Analysis and Appraisal

"Whitman College is committed to providing the best possible environment for faculty members to work as teachers and scholars. An essential component of this environment is a strong ethic and practice of collegiality among the faculty" (*Faculty Handbook*).

In concert with its mission to "encourage personal and social development," Whitman College strives to maintain the highest ethical standards, not only in the fair and accurate portrayal of the College to interested internal and external constituencies but in

creating a safe, ethical, and principled environment commensurate with the purposes of a small residential liberal arts College.

The College goes to great lengths to inform and educate faculty, staff, and students about their rights, obligations, and responsibilities in regard to codes of conduct and ethical behavior. In addition to the student programs described in section 9.A.1 for the general student body regarding ethical issues, there are required in-depth programs covering these issues for various student leaders such as Resident Assistants, Student Academic Advisers, Greek leaders, and office interns. The goal is to provide ongoing education and techniques to help these student leaders educate other students. Students are surveyed every two years (Lifestyle Choices Survey) concerning social and behavioral issues, and the Dean of Students holds discussions with the fraternities and other student groups concerning the specific results of the survey.

Policies for dealing with infractions of College policies and codes of conduct are accessible, spelled out in great detail in various publications, and the processes for their adjudication are designed to ensure fair and ethical treatment for all parties involved. Contingencies for conflict of interest are addressed and, where appropriate, gender balance on relevant committees is maintained.

Should certain policies be found lacking, the institution has procedures for making needed revisions. A recent example includes the College's Sexual Misconduct Policy. Following a particularly complicated adjudication of an alleged case of sexual misconduct, the College's Policy Committee appointed an Ad Hoc Subcommittee to examine the current policy. After spending nearly a year seeking input from students, staff, and faculty, and with the Subcommittee's recommendations, the Policy Committee proposed a major revision of the old policy. The policy received unanimous support from the faculty, and after some minor revisions by the Trustees, was passed by the Board of Trustees. The policy went into effect in the fall of 2006.

The College has many prohibitions against harassment and discrimination of any kind and is quick to respond to situations where any member of the community feels threatened, intimidated, or demeaned. In the spring of 2002, several incidents, on and off campus, led some students and faculty to question the degree to which issues of multiculturalism and diversity were being adequately addressed

and respected by the College community. A faculty resolution was passed requesting the administration to “work with us [the faculty] to provide the resources for the preparation and implementation . . . of specific mechanisms for dialogue and reflection . . . that would help create the basis of a broader and longer-term institutional commitment to more actively address the serious multicultural and intercultural issues that confront each of us individually and collectively.”

That summer, a committee of faculty representatives from all three academic divisions was formed and spent the next year working to implement the faculty’s resolution. The committee’s work culminated in a series of workshops on Intercultural Communications spread out over three days. Nearly every faculty member attended one of the three workshops.

Although the workshops themselves were met with some mixed reviews, the sentiment among faculty was nearly unanimous: Whitman needs to be a welcoming and safe place for all students. Since the workshops were held, several groups have formed on campus to ensure the safety and well-being of all members of the Whitman community. They include the Sexual Misconduct Response Network and the Whitman College Action Against Hate group, both of which are fully supported by the College.

In fall 2006, another incident of racial insensitivity occurred on campus. The prevalent attitude at the time was that while the incident was not meant to be overtly racist or mean-spirited, it displayed a profound lack of historical understanding about race relations in the United States. The incident was hurtful to many; students and faculty reacted quickly to make the incident and the surrounding controversy into a campus-wide “teaching moment.” In an unprecedented action, faculty, at the urging of several groups of students, voted to cancel classes for one day in order to stage a day-long *Symposium on Race Relations and Community*. The symposium involved the entire campus community and consisted of a plenary session followed by two dozen student- and faculty-organized panels and workshops for students, faculty, and staff.

The first edition of the *Advocate College Guide* for LGBT students, released in August 2006, noted the many efforts made by Whitman College faculty and staff over the years to create an inclusive campus environment; the College scored a respectable 16 out of 20 in the guide’s “gay point average official campus checklist.”

Diversity on campus, 2000-2007

Percent minority	Faculty	Staff	Students
Year			
2000–2001	12.7	6.4	11.1
2001–2002	11.7	9.0	12.2
2002–2003	8.3	9.6	12.6
2003–2004	10.0	8.5	14
2004–2005	9.0	8.2	14.9
2005–2006	11.6	7.6	16.1
2006–2007	13.8	9.5	17.9

Figure 9.1

As **Figure 9.1** illustrates, in the past several years, steady progress has been made in increasing the diversity of the faculty, staff, and students of Whitman College. Diversifying the Whitman community remains a priority of the College.

The College now asks all applicants for faculty and staff positions to address the ways in which they will be able to contribute to the diversity of the Whitman community and/or academic programs. On their application for admittance to the College, students are asked, “Given your personal background describe a) how you would contribute to fostering diversity and inclusion in the Whitman community or b) an encounter that demonstrated the importance of diversity to you.”

Each spring, the College conducts a Staff Development Day, which involves the entire staff of the College for a whole day. The theme of the 2004 Staff Development Day was diversity.

Beyond issues of inclusiveness and creating an ethical and safe environment, the College demonstrates its institutional integrity in other ways as well. The College maintains a Studies Involving Human Subjects Committee (SIHSC), which is responsible for evaluating the potential risks and benefits for any research involving human participants. At present, submissions to the Committee are voluntary, based on whether individual departments and faculty require their students to submit proposals. The Committee is currently drafting a proposal to make submissions mandatory for all student research involving human subjects, and that proposal is working its way through faculty governance channels.

The College also maintains an Animal Care and Use Committee that oversees all on-campus use of animals in research and in teaching. The Committee ensures that animals are treated humanely and are not subject to scientifically or educationally unjustifiable procedures. Instructors and researchers must fill out a proposal form that is reviewed by the committee for approval or disapproval based on National Institute of Health guidelines. In accordance with those guidelines, the Committee membership includes an academic scientist, at least one academic non-scientist, a non-academic person familiar with ethics, and a veterinarian.

Projection

The maintenance of an ethical and welcoming environment requires ongoing attention to matters of institutional integrity, honesty, and fairness. The College will remain vigilant in its commitment to promote fairness and ethical standards throughout the campus community.