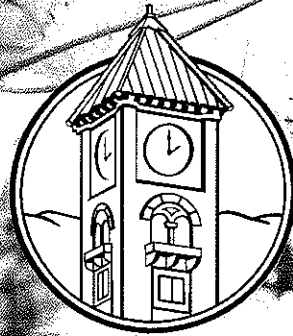


**Northwest Commission on Colleges and Universities  
Year Three Self-Evaluation Report**

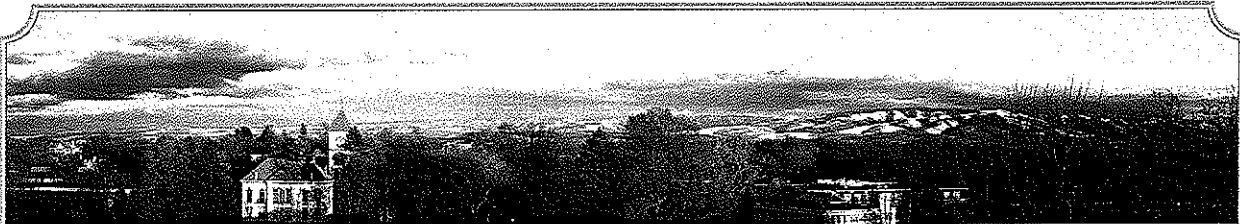


**WHITMAN  
COLLEGE**

September 2, 2013





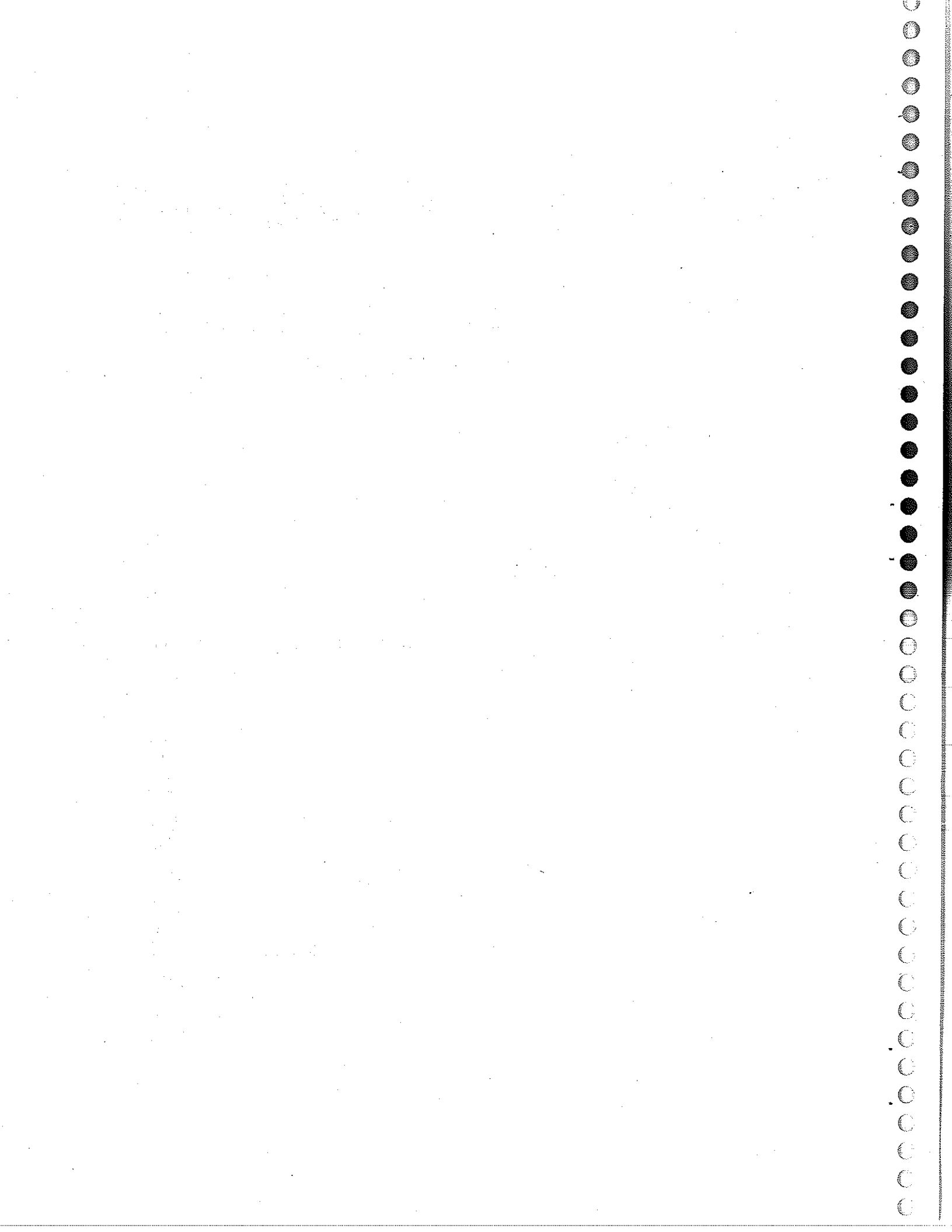


# WHITMAN COLLEGE

## Year Three Self-Evaluation

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## Institutional Overview

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

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

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

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

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



*NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES*

**BASIC INSTITUTIONAL DATA FORM**

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

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

Institution: Whitman College

Address: 345 Boyer Ave.

City, State, ZIP: Walla Walla, WA 99362

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: \_\_\_\_\_

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

Native/Tribal  Other (specify) \_\_\_\_\_

Institutional control:  Public  City  County  State  Federal  Tribal

Private/Independent ( Non-profit  For Profit)

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

Other (specify) \_\_\_\_\_

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

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

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

**Official Fall 2012 (most recent year) FTE Student Enrollments**

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

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

**Official Fall 2012 (most recent year) Student Headcount Enrollments**

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

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

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

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

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

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



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

Fiscal year of the institution: June 30th

Reporting of income: Accrual Basis Yes Accrual Basis \_\_\_\_\_  
 Reporting of expenses: Accrual Basis Yes Accrual Basis \_\_\_\_\_

**BALANCE SHEET DATA**

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

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

**BALANCE SHEET DATA (continued)**

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

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

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

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

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

**INSTITUTIONAL INDEBTEDNESS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Preface

### Brief Update on Institutional Changes Since the Last Report

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

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

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

### Response to Recommendations/Issues by the Commission

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

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

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



## Chapter One: Mission, Core Themes, and Expectations

### Executive Summary of Eligibility Requirements 2 and 3

#### 2. Authority

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

#### 3. Mission and Core Themes

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

#### Standard 1.A

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

#### The Whitman College Mission Statement

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

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

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

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

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

**1.A.2** The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

### **Interpretation of Fulfillment of Whitman College's Mission**

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

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

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

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

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

## **Articulation of Acceptable Threshold or Extent of Whitman College Mission Fulfillment**

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

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

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

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

### **Standard 1.B**

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

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

### **The Whitman College Core Themes**

Core Theme I: Academic Excellence

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

Core Theme III: Collaboration and Community

#### **Core Theme I: Academic Excellence**

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

#### **Objectives**

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

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

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

**Core Theme I: Academic Excellence**

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

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

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

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

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

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

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

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

**Objectives**

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



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

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

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

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

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

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

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

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

### Core Theme III: Collaboration and Community

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

#### Objectives

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

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

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

**Core Theme III: Collaboration and Community**

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

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

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

## Chapter Two: Resources and Capacity

### Executive Summary of Eligibility Requirements 4-21

#### 4. Operational Focus and Independence

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

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

#### 5. Non-discrimination

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

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

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

#### 6. Institutional Integrity

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

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

#### 7. Governing Board

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

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

#### **8. Chief Executive Officer**

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

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

#### **9. Administration**

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

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

#### **10. Faculty**

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

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



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

### **11. Educational Program**

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

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

### **12. General Education and Related Instruction**

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

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

### **13. Library and Information Resources**

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

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

#### **14. Physical and Technological Infrastructure**

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

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

#### **15. Academic Freedom**

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

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

#### **16. Admissions**

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

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

#### **17. Public Information**

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

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

#### **18. Financial Resources**

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

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

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

#### **19. Financial Accountability**

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

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

#### **20. Disclosure**

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

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

#### **21. Relationship with the Accreditation Commission**

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

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

## Standards

### 2.A – Governance

#### 2.A.1

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

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

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

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

These documents are available in the following places:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **2.A.2**

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

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

#### **2.A.3**

*The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

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

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

### **Governing Board**

#### **2.A.4**

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

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

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

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

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

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

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

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



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

Trustee Members

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

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

**2.A.5**

*The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

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

**2.A.6**

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

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

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

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

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

#### **2.A.7**

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

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

#### **2.A.8**

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

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

### **Leadership and Management**

#### **2.A.9**

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

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

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

**President of the College**

George S. Bridges

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

M.A. Criminology, University of Pennsylvania, 1973

Ph.D. Sociology, University of Pennsylvania, 1979

Appointed 2005

The senior administration (often called Budget Officers) include:

**Vice President for Development and College Relations**

John W. Bogley

B.A. History, Whitman College, 1985

Appointed 2003

**Dean of Admission and Financial Aid**

Antonio J. Cabasco

B.A. Physics, Whitman College, 1990

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

Appointed 2003

**Dean of Students**

Charles Cleveland

B.S. Sociology, Arizona State University, 1969

M.A. Sociology, Arizona State University, 1972

Appointed 1994

**Treasurer and Chief Financial Officer**

Peter W. Harvey

B.A. Political Science, Whitman College, 1984

CFA 2000

Appointed 1998

**Provost and Dean of the Faculty**

Timothy Kaufman-Osborn

B.A. Government, Oberlin, 1976

Ph.D. Politics, Princeton, 1982

Appointed 2009

**Chief Technology Officer**

Dan Terrio

B.A. Mathematics, Augsburg College, 1990

Appointed 2011

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

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

#### **2.A.10**

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

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

#### **2.A.11**

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

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

### **Policies and Procedures**

#### **Academics**

#### **2.A.12**

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

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

### **2.A.13**

*Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

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

### **2.A.14**

*The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

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

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

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

## **Students**

### **2.A.15**

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

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

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

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

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

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

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

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

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

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

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

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

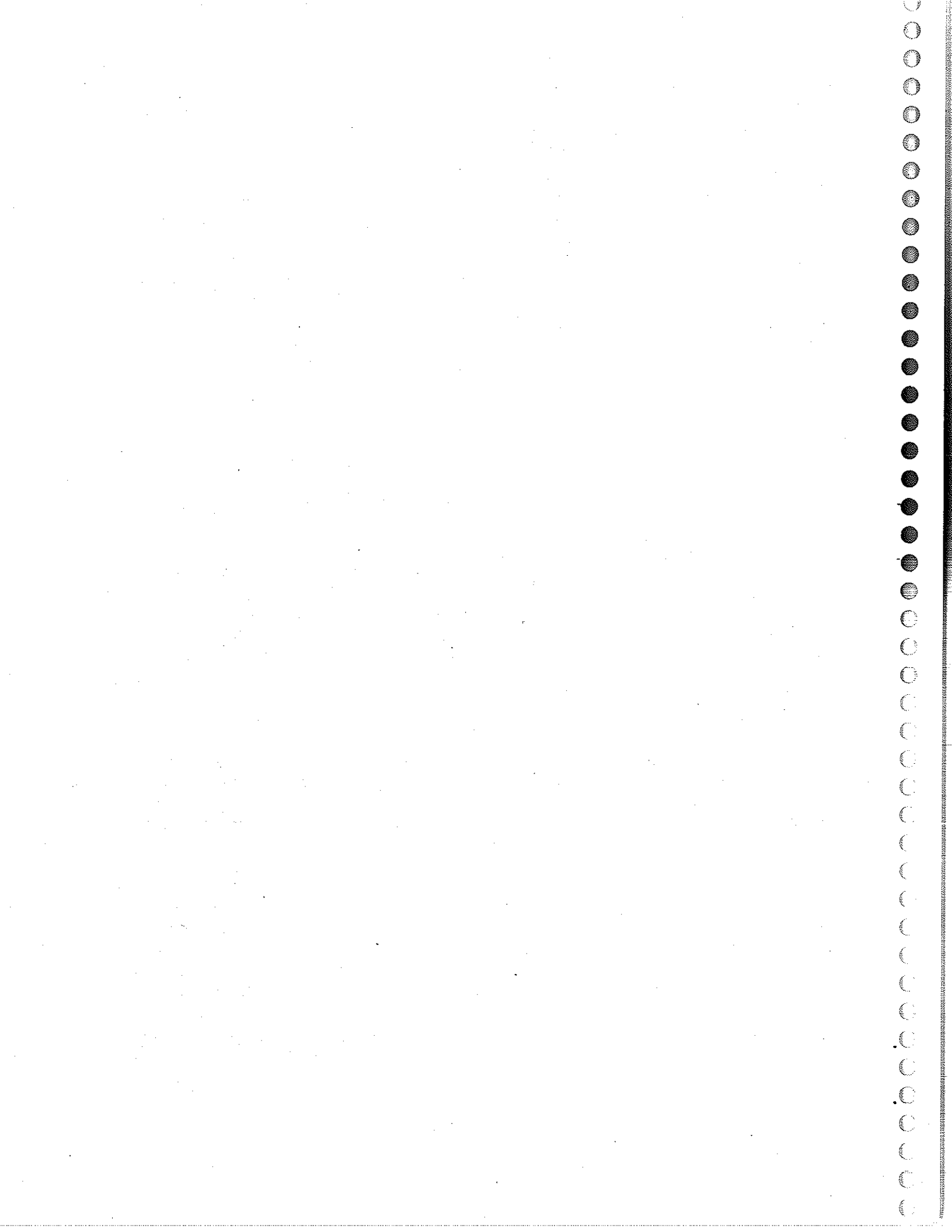
#### **2.A.16**

*The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

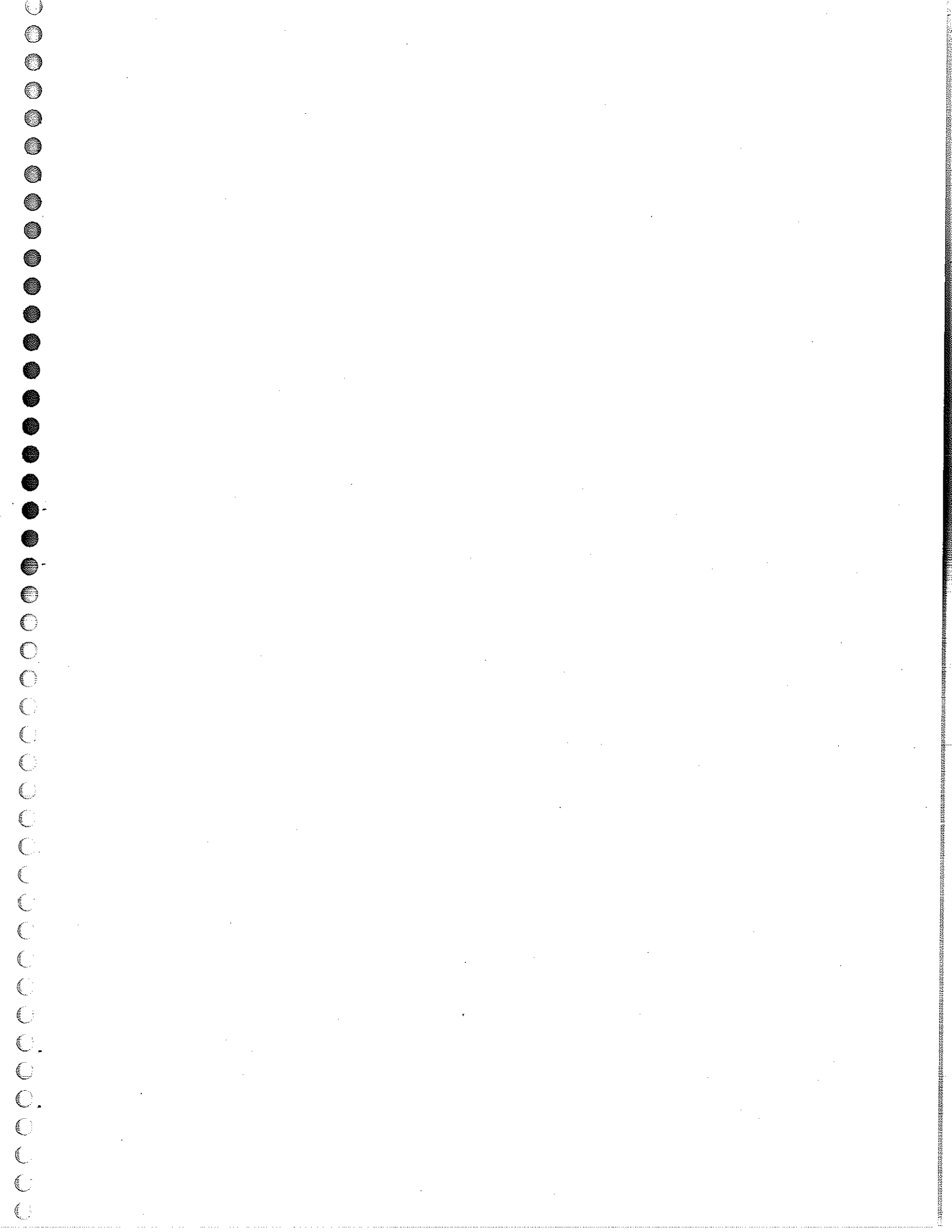
The purpose of the Whitman College Office of Admission is to serve the mission of the College by meeting the enrollment goals determined by the President of the College, the Board of Trustees, and the senior officers of the College. The primary tasks of the admission office are to identify and recruit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

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

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







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

## **2.A.17**

*The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

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

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

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

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

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