

Lewis & Clark College

Portland, Oregon

Year Six Self-Evaluation Report

Policies, Regulations, and Financial Review

September 2024

PREPARED FOR

THE

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Lewis & Clark College

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Mission Fulfillment

Executive Summary

This self-review report comes at an exciting time for Lewis & Clark College. As we emerge from the impacts of the Covid-19 pandemic and look forward to responding to the needs of an ever-changing world, we are engaging in a strategic planning process that will move our institution forward while honoring our core values and history.

As part of the strategic planning process, we are [revising the institutional mission statement](#). The [current mission statement](#) has not changed since the 1990s and is not fully reflective of who we are today or of the collective strengths of the three schools: the College of Arts and Sciences, the Graduate School of Education and Counseling, and the School of Law. The process we've undertaken to revise the mission statement and key themes very much reflects the inclusive nature of Lewis & Clark's planning and decision-making and serves as an excellent example for this report.

Our strategic planning process began in earnest in the fall of 2023, and is expected to culminate in the approval of a new strategic plan by the Board of Trustees in October 2024. Key steps of the process have included:

- In early 2023, the Board of Trustees discussed Lewis & Clark's distinctive strengths among peers, how we might advance a strategic vision, and the role of shared governance in achieving success. This multi-day session was facilitated by Dr. Bill Troutt, president emeritus of Rhodes College and consultant with the Association of Governing Boards.
- In October 2023, the College's Executive Council conducted a SWOT analysis with assistance from EAB. Also, EAB presented to and led a broad conversation with the Board of Trustees on the state of the higher education sector and best practices in dynamic strategy planning.
- In December 2023, a group of faculty and staff participated in a workshop facilitated by EAB to address the question, "Why would a student choose us over competitors?"
- In January 2024, a group of faculty and staff participated in a presentation and exercise, led by EAB, on how the best practices of futurists can be applied to strategic planning.
- In March 2024, we hosted a Big Ideas Workshop with faculty and staff to kick off a [Big Ideas process](#). This kicked off proposals for new initiatives or for the enhancement of existing activities, with a focus on potentially transformative ideas that will resonate with donors and advance the key themes identified in the strategic planning process. Our new strategic plan will form the framework of our next comprehensive fundraising campaign, so we must think about how our themes and ideas will appeal to our prospective donors.
- In April 2024, we held an in-person Strategic Plan Big Ideas and Initiatives Workshop, facilitated by EAB, for faculty and staff who'd begun formulating new plans or thinking about the enhancement of existing activities. This was an opportunity to work on translating ideas into strategic proposals due May 31. We received almost 30 proposals

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from faculty and staff, many of which involved multiple collaborators across schools and departments.

- From June to August, the Executive Council completed an initial review and assessment of Big Ideas proposals and used them to inform a first draft of the strategic imperatives to be shared with faculty and staff on September 5. This will be followed by meetings with the faculties of each of our three schools, staff, and trustees, as well as small group discussions about the draft plan, in September and early October 2024.

We have sought to be transparent and inclusive throughout our planning process, and have shared a [draft \(new\) mission statement](#) and [draft \(new\) strategic themes](#) with the campus. Details about the process can be found on our [Strategic Planning webpage](#). A dedicated email has been set up to allow all community members to share ideas and provide feedback.

This period of self-reflection and planning, coupled with challenging external factors- the pandemic, wars, divisive politics, challenges to the value of higher education- has reinforced the importance of engaging with students, faculty, staff and all members of the college community on important internal and external issues. The president's [Community Dialogues initiative](#), in particular, demonstrates our commitment to maintaining an environment respectful of meaningful discourse. This ongoing program is intended to make healthy, constructive dialogue a part of our identity as an institution and the foundation of how we relate to each other in community in both informal and formal settings. To begin, 21 members of our community— faculty, staff, and students from all three of our campuses—were prepared by [Essential Partners](#) to facilitate meaningful dialogue across differences. Throughout the spring 2023 semester, practitioners held space inside and outside the classroom for us to learn and practice dialogue in both formal and informal settings in order to build our capacity to listen, speak, and learn with each other about [topics central to our collective well-being](#), even when those topics are contentious.

Please note that the responses and evidence in this report are based on our existing [Mission and Core Themes](#), as previously approved by the Board of Trustees, and are also written with a new draft strategic plan and [updated mission](#) and [themes](#) in mind.

Eligibility Requirements

Attestation

Lewis & Clark College attests to adherence with all accreditation eligibility requirements. Each section of the report addresses the eligibility requirements via a statement of continued compliance with the requirement(s) and supporting evidence.

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Standard Two – Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Report appendices are accessible via the [NWCCU Standard 2 Appendices](#) folder.

2.A. Governance

2.A.1 Governance

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Lewis & Clark College is a private, not-for-profit institution of higher education governed by a self-perpetuating volunteer Board of Trustees (“the Board”). The Board oversees the creation of the educational, financial, and operating policies of the College and develops the financial and community support necessary to carry out those policies. Trustees at Lewis & Clark are primarily (but not entirely) alumni of the institution and come from many disciplines and areas throughout the United States and the world. They share a common commitment to the College and its place in the global higher education community.

The powers of the Board derive from the [Articles of Incorporation](#), the [Bylaws of the College](#), and from [Oregon state law](#). The work of the Board is carried out through a set of Board Committees, whose duties, responsibilities and procedures are outlined in the [Standing Rules](#). Bylaws and Standing Rules of the Board are available online, and are included as appendices to the Faculty Handbook. The Board is currently in the process of updating and revising its Standing Rules and expects to adopt updated rules in October 2024.

Under its [Bylaws](#), the Board of Trustees is vested with authority to exercise all corporate powers prescribed by law and to establish the educational, financial and operating policies of the College. With the appointment of six new trustees whose terms will begin in fall 2024, the Board will consist of 31 voting trustees.

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The President of the College, and the presidents of the alumni associations of the College of Arts and Sciences and Law School, serve as *ex officio* voting members of the Board. Faculty and student representatives to the Board of Trustees are elected or appointed by each of the three schools to serve one-year terms as advisory, non-voting representatives to the Board: there are two faculty representatives and two student representatives from the College of Arts and Sciences, and one faculty representative and two student representatives from both the Law School and the Graduate School.

The Board meets three times a year (October, February, and May). The May meeting of the Board is designated as the annual meeting for the election of officers. The Bylaws specify the officers of the Board to be the Chair and Vice Chairs. The Board generally holds a multi-day retreat on a biennial cycle.

The Board operates as a committee of the whole for decision making except where specific authority is delegated to one or more of its nine committees. The standing committees of the board are: Audit, Academic Affairs, Buildings and Grounds, Campus Life, Compensation, Finance, Institutional Advancement, Investments, and Governance. In addition to the nine standing committees, there is an Executive Committee of the Board consisting of the Chair of the Board, the Vice Chairs, the President (non-voting), and the chairs of the standing committees of the Board. Life Trustees may also be appointed as non-voting members of the Executive Committee. The Executive Committee exercises general supervisory power of the Board between Board meetings, subject to limitations on its powers specifically enumerated in the Bylaws.

The Board of Trustees regularly reviews, and when necessary updates, policies on an as-needed basis. For instance, the Board regularly reviews and updates the Investment Policy Statement regarding investment of the College's endowment to assure ongoing compliance. Attached are examples from [2022](#) and [2021](#).

Last year (2024):

- The Board undertook a thorough review of the Board's Standing Rules, which describe the roles and responsibilities of each of the Board's standing committees. The [revised and updated Standing Rules](#) were approved by the Board on October 19, 2024.
- The Board reviewed and revised its policy regarding the [disposition of unrestricted bequests](#).
- The Campus Life Committee of the Board [discussed](#) the College's approach to addressing alcohol and drug use under the student conduct code and obligations and processes related to Title IX.

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- The Academic Affairs Committee of the Board [discussed](#) Artificial Intelligence and its role, use and implications in admissions and academics, and the full Board engaged in a [related discussion](#) with an expert from EAB.

In 2023, the Board

- reviewed and updated the [charter of the Board’s Audit Committee](#).
- reviewed the manner in which it was performing its fiduciary duties regarding the College’s [403\(b\)](#) and [457\(b\)](#) employee retirement plans and adopted revised charters for the plans’ oversight committees.

In 2022, the Board

- had a lengthy discussion regarding freedom of speech on campus and academic freedom, including a review of the Board’s existing [policy on academic freedom](#).

In 2021, the Board

- adopted a [Student Investment Portfolio Policy](#) regarding a dedicated student investment, and reviewed and [amended that policy](#) in October 2024.
- reviewed and updated the charter of the [Board’s Compensation Committee](#).

In 2020, the Board

- reviewed and revised the [policy governing the College’s Central Bank](#), which is a source of funding for College projects and a tool for smoothing external debt payments over time, and then [amended the policy](#) later that year.
- reviewed and revised the [Endowment Spending Policy](#), and subsequently further amended it in 2024.

And in 2019, the Board reviewed and updated the College’s Articles of Incorporation and Bylaws.

Evidence Documentation for Standard 2.A.1

Institutional governance policies & procedures:

- [Lewis & Clark College Articles of Incorporation](#)
- [Lewis & Clark College Bylaws](#)
- [Board Agendas and Policy Review Examples](#)
- [Faculty Handbook](#)
- [Participation in Governance Policy](#)
- [Faculty Governance](#)
- [Associated Student Body](#) (College of Arts and Sciences)

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<ul style="list-style-type: none">● Student Bar Association (Law School)● Graduate School Student Union Network (Graduate School)
Bylaws and Articles of Incorporation referencing governance structure: <ul style="list-style-type: none">● Articles of Incorporation● Bylaws of the College

2.A.2 College Leadership

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

Executive Council

The [Executive Council](#) serves as the senior management committee of the College. All new or revised institutional administrative policies are reviewed and approved by this committee. Institutional-level decision making, planning, and accountability are the responsibility of the senior leadership, with appropriate input through the existing governance structure, which includes representation from faculty, staff, and students.

The Council, which is chaired by the President of the College, generally meets weekly during the academic year and somewhat less frequently during the summer. The Council is comprised of the following:

- Robin Holmes-Sullivan, [President](#)
- David Reese, [Vice President, Chief of Staff, General Counsel, Board Secretary](#)
- Andrea Dooley, [Chief Financial Officer and Vice President of Operations](#)
- Scott Fletcher, [Dean of the Graduate School of Education and Counseling](#)
- John Parry, [Dean of the Law School](#)
- Bruce Suttmeier, [Dean of the College of Arts and Sciences](#)
- Eric Staab, [Vice President for Admissions and Financial Aid](#)
- Evette Castillo-Clark, [Vice President for Student Life and Dean of Students](#)
- Lori Friedman, [Vice President of Communications](#)
- Danielle Torres, [Dean of Equity and Inclusion](#)
- Josh Walter, [Vice President for Advancement](#)

The senior leadership team of Lewis & Clark College are qualified and knowledgeable professionals in their areas of expertise. Detailed position descriptions exist for each leadership position and each member of the leadership team undergoes a performance review annually.

Lewis & Clark's [Organizational Chart](#) and [CVs of senior leadership](#) can be found in this [shared](#)

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[folder](#). The organizational charts for Student Life and each academic division are in this [shared folder](#).

Evidence Documentation for Standard 2.A.2

- [Leadership Organizational Chart](#)
- [Curriculum vitae of executive leadership](#) (folder containing all)
- [Organizational Charts for Academic and Student Life Divisions](#)

2.A.3 *President*

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

The president serves as the institution's chief executive officer. [Her credentials](#) are included in [this shared folder](#). Information about the president can also be found online as part of the [presidential inauguration materials](#) (scroll halfway down to the section titled “About Robin.”)

As noted in Standard 2.A.1 & 2.A.2, the president serves as an *ex officio* member of the Board. The president chairs the College’s Executive Council (senior leadership team).

The Compensation Committee of the Board conducts an annual evaluation of the President. The Committee reviews and approves the goals and objectives of the President at the beginning of each review cycle, and evaluates the President’s performance in light of the goals and objectives at the end of the cycle.

Evidence Documentation for Standard 2.A.3

- [Curriculum vitae of President/CEO](#)

2.A.4 *Decision Making*

The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Obtaining Input of Students, Faculty, and Staff

Lewis & Clark operates under a system of shared governance common among private colleges and universities. Faculty and student representatives to the Board and its committees ensure transparency and two-way communication among the Board, the faculties, and the students of the College’s three schools. The [Faculty Handbook](#) (which is currently being updated) and student handbooks designed for students in each of the three schools define the rights,

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responsibilities, and resources pertaining to faculty and students ([College of Arts and Sciences Students](#), [Graduate School Students](#), [Law School Students](#)). There is also a long tradition of participation by all interested constituencies, including trustees, faculty, staff, students, and alumni, in college-wide committees and task forces that are set up from time to time to address specific concerns.

Standing faculty committees at the College of Arts and Sciences include the Budget Advisory Committee, Committee on the Curriculum, Committee on Enrollment, Committee on Promotion and Tenure, and Library and Educational Technology Committee. In addition, an elected Faculty Council is charged with advising the Dean of the College on a variety of administrative and governance subjects. A description of these committees and current faculty membership can be found on the [Faculty Governance page on the website of the Dean of the College](#).

The Graduate School has seven standing faculty committees: Admissions Committee (appointed); Curriculum Committee (appointed); Diversity Committee (appointed); Faculty Executive Committee (elected); Human Subjects Research Committee (appointed/institutional); Personnel Committee (appointed); and Promotion and Tenure Committee (elected). Additional faculty and faculty/staff committees include: the Deans Advisory Council (faculty/staff); Budget Committee (faculty/staff); and Convocation Committee (faculty). Please see the [organizational chart](#) for additional information regarding the Graduate School's governance structure.

At the law school, faculty committees include Admissions, Budget, Curriculum, Equity and Inclusion, Faculty Appointments, and Promotion and Tenure. Students are voting members of all of these committees except Promotion and Tenure. Administrators have ex officio roles on most of these committees.

Employee Representation

Additionally, there are two employee unions at the College - the Lewis & Clark College Support Staff Association (LCCSSA), affiliated with the American Federation of Teachers-Oregon - representing support staff; and Teamsters Local No. 305, representing facilities workers. Representatives of the bargaining units serve on institutional committees and task forces where they can provide advice or where their bargaining units may be affected by committee recommendations.

Recently, the Executive Council approved the establishment of a [Staff Council](#) as a forum for non-unionized professional staff to advance the mission of the College by providing a forum for the exchange of ideas, a resource for evaluating proposals that impact staff; a mechanism for expressing suggestions and concerns that affect the College and its staff; and an opportunity to promote understanding, cooperation, and communication between staff, faculty, students, and administration. [Inaugural members of the Staff Council were elected in June 2024](#) and have begun meeting on a regular basis.

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Students across all three schools are also engaged in governance through their respective student government organizations:

- [Associated Student Body](#) (College of Arts and Sciences)
- [Student Bar Association](#) (Law School)
- [Graduate School Student Union Network](#) (Graduate School)

Evidence Documentation for Standard 2.A.4

Institutional governance policies & procedures:

- [Lewis & Clark College Articles of Incorporation](#)
- [Lewis & Clark College Bylaws](#)
- [Faculty Handbook](#)
- [Participation in Governance Policy](#)
- [Faculty Governance](#)
- [Associated Student Body](#) (College of Arts and Sciences)
- [Student Bar Association](#) (Law School)
- [Graduate School Student Union Network](#) (Graduate School)

2.B. Academic Freedom

2.B.1 Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Lewis & Clark’s [Freedom of Expression & Academic Inquiry Policy](#) is publicly available online and applies to all members of the Lewis & Clark community. It states that “Members of the College community are free to examine and discuss all questions of interest to them and to express opinions publicly and privately” and that “The College is committed to maintaining an environment where intellectual exploration, critical thinking, freedom of inquiry, and creative expression are valued; the College is also committed to the maintenance of an environment in which civility, mutual respect, effective communication, and accountability are integral.” The policy goes on to provide guidance about postings, online expression, and similar issues.

The College also has a [Protest and Demonstration Policy](#) that is publicly available online and which applies to all members of the Lewis & Clark community. It states that “a protest or other public demonstration is allowable so long as it is non-obstructive and respectful of Lewis & Clark’s mission and the rights of other students, faculty, employees, and guests.” The policy seeks to balance the protection of free speech with the safety and operational needs of the College.

In addition, [Section 3.2 of the Faculty Handbook](#) (Academic Freedom and Responsibility)

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discusses the importance of academic freedom and responsibility and applies this commitment to faculty roles in the classroom, in research, in institutional governance and operations, and as members of a community.

Student academic and free expression are also protected. For instance, the College supports a range of independent student media, including a student run newspaper [The Mossy Log](#).

Evidence Documentation for Standard 2.B.1

Academic freedom policies and procedures:

- [Freedom of Expression & Academic Inquiry Policy](#)
- [Code of Academic Freedom and Responsibility](#)

2.B.2 Supporting Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

In addition to the protections noted above, the College also has a [Code of Academic Freedom and Responsibility](#) “asserted and accepted, individually and collectively” by the faculty to ensure “unfettered academic freedom” in the classrooms, in research and other scholarly activities, and in matters of institutional governance and operations. This code (as it currently reads) was approved by the Board of Trustees and has been in place since at least 1997.

Evidence Documentation for Standard 2.B.2

Academic freedom policies and procedures:

- [Freedom of Expression & Academic Inquiry Policy](#)
- [Code of Academic Freedom and Responsibility](#)

2.C. Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 Transfer of Credit

The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates

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the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Each of the three schools maintains transfer of credit policies to best support the students in their programs. These policies vary by school or program, as appropriate.

Transfer Credit for Undergraduate Students

In the College of Arts and Sciences, students may transfer an unlimited number of credits of coursework toward the BA degree, but the student must complete at least 60 institutional credits, and for each major and minor, a minimum threshold of institutional credit is also required. Transfer courses must be from a regionally-accredited institution and the student must have earned a minimum of a C grade in order for the course to transfer. (P/F coursework may be accepted if the institution requires a C or above to earn a passing grade.) The Undergraduate Catalog outlines the transfer credit [policies and procedures](#) for undergraduate students.

Of note: the dual-enrollment policy was updated in 2019 to better serve students and facilitate the completion of their degrees in a timely manner. The CAS faculty elected to allow all college credits completed during high school to apply toward the degree. Previously, these credits could be transferred only if they were not used for the high school diploma.

Transfer Credit for Graduate Students

For the Graduate School, students may transfer up to 10 credits in a master's degree program, or up to 14 credits in a doctoral degree program, provided the student completed a comparable graduate level course at a regionally-accredited institution that was not otherwise applied to a degree. Courses must be from a regionally-accredited institution, and completed within five years prior to admission. Courses must have a grade of B- or higher, except if the issuing institution determines a B- as not passing. Courses with grades of CR may be accepted as long as the 'pass' or 'credit' grade represents a grade of B- or higher. Additional restrictions or conditions may apply; [details](#) are included in the graduate school catalog. Of note: in AY2023-24 the policy was updated to restrict transfer of practicum, internship, or field experience courses to ensure that students are supervised by L&C faculty in the field.

Transfer Credit for Law Students

For the Law School, transfer credit is evaluated on an individual basis for courses taken at other law schools approved by the American Bar Association. The courses requested for potential transfer must be completed with at least a "C" grade or better and may not be credit for practical experience in an externship or similar program. The criteria for transfer courses can be found in the Law School's What's What Handbook Transfer Policies section:

https://law.lclark.edu/academics/whats_what/transfer_policies/

Evidence Documentation for Standard 2.C.1

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Transfer of credit policies/procedures:

- [College of Arts and Science Transfer Policy](#)
- [College of Arts and Sciences Advanced Standing Policy](#)
- [Graduate School Transfer Policy](#)
- [Law School Transfer Policy](#)

2.C.2 Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Appeals and Grievances

All policies and procedures related to student rights and responsibilities are provided in the student handbooks (see below) and cover academic honesty, conduct and community expectations, how to file an appeal or grievance, and how students with disabilities arrange for accommodations. Two offices on campus help students navigate rights and responsibilities: The Office of Community Accountability & Conflict Education and the Office of Student Accessibility.

Academic Honesty and Conduct

Undergraduate students are subject to clear expectations of behavior as outlined in the [Code of Conduct](#) and the undergraduate [College Policies](#). The Code of Conduct includes information on conduct authorities, jurisdiction, prohibited conduct, procedures for adjudication for academic and behavioral misconduct, potential sanctions, appeals processes, and record keeping.

Graduate students are subject to Professional Conduct Policies outlined in the [Academic Performance and Professional Conduct Policies](#), as well as [Navigator Student Handbook](#). Information includes standards for academic integrity and dishonesty, expectations for professional conduct, and the review and appeal process for those students found to be in violation of these standards.

For the Law School, students are held to the standards outlined in the [Student Honor & Conduct Code](#) that is part of the What's What Handbook. The code defines categories of academic misconduct and other offenses, requirements for disclosure by students who are aware of an offense, procedures for adjudication and appeal, and the range of sanctions.

Accommodations for Persons with Disabilities

In alignment with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the Office of Student Accessibility (OSA) supports all students for any accommodations based on a disability. OSA provides accommodations, education, consultation, and advocacy for students with disabilities. Students can access a list of common accommodations and the process for accessing accommodations on the OSA [website](#).

In addition to academic accommodations, OSA works with students requiring residential

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accommodations, which may include housing modifications or meal plan modifications.

Students can review the following policies on the OSA webpage under the tab Policies and Procedures: [Confidentiality](#), [Emergency Procedures](#), [ADA Grievance Procedure](#), [Personal Care Attendants](#), [Rights and Responsibilities](#) and [Service and Assistance Animals](#). The College's Disability Policy and Grievance Procedures are also outlined in the student handbooks published by each school.

The [Office of Community Accountability & Conflict Education](#) works with students from all three schools when they have been documented for an alleged policy violation, report a concern they have with a fellow student, and when they are seeking assistance with a personal conflict with a fellow student or students. The office also hosts educational workshops and programs about alcohol and drugs and conflict education. Students from all three schools serve on student conduct boards and policy review committees.

The office strives to increase campus safety and community accountability by upholding college policies, educating students on harm reduction practices, and holding space for conflict resolution. The office has recently been renamed (formerly, it was the Office of Student Rights and Responsibilities) in order to encourage community members to engage in more open and restorative dialogues about difficult topics and personal choices.

Evidence Documentation for Standard 2.C.2

Documentation of students' rights and responsibilities policies and procedures, which include:

- [College Policies](#)
- [Undergraduate Student Code of Conduct](#)
- [Graduate School Academic Performance and Professional Conduct Policies](#)
- [Graduate School Navigator Student Handbook](#)
- [Law School Student Honor & Conduct Code](#)
- [Office of Student Accessibility](#)
- [Office of Community Accountability & Conflict Education](#)

2.C.3 Admission, Continuation, Termination

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Each of the three schools maintains academic and administrative policies that best support the

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students in their programs. Standards vary by program and/or degree level but follow similar processes. Details (listed below) are posted online and in each school's catalog.

Admission

College of Arts & Sciences

Lewis & Clark selects students with strong academic records and promise who seek a challenging liberal arts curriculum characterized by breadth and depth. Successful applicants are individuals who, through their varied talents and interests, will contribute in distinctive ways to the wider communities of which they are a part. As a member of the National Association for College Admission Counseling, Lewis & Clark subscribes to [NACAC's Guide to Ethical Practice in College Admission](#).

The evaluation process of applications to Lewis & Clark College of Arts and Sciences is a holistic one, requiring that each file is read thoroughly and provides evidence that the student shows promise for success at the College. Rigor of coursework, grades earned, quality of writing, and letters of recommendation are especially important in the process. Information about admission requirements, deadlines, and the review process are clearly posted on the "apply" section of the [admissions website](#).

Graduate School of Education & Counseling

Standard admission requirements of the Graduate School include an online application, application fee, resume, and transcripts from each post-secondary institution attended. Additional application requirements vary by program. These requirements may include essays, references, portfolio, documented experience, etc. [Admission requirements for each program](#) are outlined on the Graduate School website.

Law School

[Requirements](#) for admission to the law school are posted online. Each of the programs has their own link with detailed information about the admissions process and requirements. An overview of requirements for each degree level follows.

First Year JD applicants are required to apply to the school through the [Law School Admissions Council](#) (LSAC) online [application](#) form.

Applicants must also submit transcripts of all post-secondary level coursework, all LSAT scores over the past five years, at least two letters of recommendation, a resume, essays responding to two specific prompts, and a demonstration of character and fitness. More detailed explanation of the application requirements can be found on the Law School's website at <https://law.lclark.edu/offices/admissions/apply/>.

Applicants may submit their application through LSAC beginning September 15 in the year

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before they intend to enroll in the Law School. Preference is given to applications received by March 15, though the Law School will consider applications received after March 15 if there are available seats in the class. The timeline for applying to the Law School can be found on the Law School's website at https://law.lclark.edu/offices/admissions/apply/admissions_timeline/

Admissions decisions are made by committees that holistically review each application. Committee members look for applicants with strong academic performance and writing skills, and the requisite character and fitness necessary for licensure. Admission Committees are comprised of faculty and current students; the Scholarship Committee is comprised of the Faculty Admissions Chair and the Associate Dean of Admissions.

Further information about the admissions process, including ABA-required disclosures can be found at <https://law.lclark.edu/live/files/34098-aba-standard-509-report>

Lewis & Clark College also offers master's degrees in two areas: Animal Law and Environmental Law. The Master of Laws (LLM) degree programs are designed for U.S. and international law graduates and attorneys seeking to focus on animal or environmental law in practice, teaching, research, academia, policy, and more. As such, applicants must hold or obtain (by the start of their matriculation) a law degree that qualifies them to practice as a lawyer or judge in their home country. The Master of Legal Studies (MSL) degree programs are designed for nonlawyers who have their bachelor's degree and are interested in learning about the law for their career but do not wish to practice law or obtain a law degree.

Application requirements are similar for all master's level programs and include typical application materials such as the application form, transcripts, a statement of interest, letters of recommendation, and a resume or CV. There are slight differences in the requirements for online and in-person formats for animal law and for the two content areas. Each is outlined clearly on the Law School Admissions webpages:

- [Animal Law LLM](#) (In-Person); [Animal Law LLM](#) (Online)
- [Animal Law MSL](#) (In-Person); [Animal Law MSL](#) (Online)
- [Environmental Law LLM](#)
- [Environmental Law MSL](#)

For all programs, we look for applicants who have a strong academic record and writing skills with a genuine interest in the content area.

Lewis & Clark College Law School recently started offering a Doctorate of Juridical Science (SJD) degree in Animal Law. The Animal Law SJD is designed for U.S. and international advanced legal degree holders (LLM in any subject) seeking to dedicate their careers to animal law research, scholarship, teaching, or policy. [Admission requirements](#) for this program are similar to the other programs and also include a dissertation proposal.

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Placement

College of Arts & Sciences

Information about [placement exams](#) is posted on the College Advising Center's website. All new first-year students are required to take placement exams in math (ALEKS Mathematics Placement) and world languages. The results of those exams determine the course level at which the student is eligible to begin.

Lewis & Clark College grants semester credit for some Advanced Placement (AP) and International Baccalaureate (IB) examinations.

Lewis & Clark College will also consider the following types of advanced standing coursework for evaluation and potential credit award: British A Level (GCE-A), Caribbean Advanced Proficiency Examination (CAPE), French Baccalauréat, or other similar international examination. Official documentation is submitted to the Office of the Registrar for review.

The following criteria govern the [awarding and application of Advanced Standing](#) credit of any type:

The maximum number of Advanced Standing credits (of any type) that can be applied to the degree is limited to 32. Preference will be given to those examinations with L&C course equivalencies.

Credit may be applied to a departmental major only as specified in the [AP and IB charts](#) listed in the catalog as part of the advanced standing policy. For GCE-A, CAPE, French Baccalauréat, or other international examinations, application to the major will be determined on a case-by-case basis.

Official advanced standing results must be received in the Office of the Registrar within one year from the date of initial matriculation to be eligible for credit.

Graduate School

All graduate programs have a required curriculum that students must complete (allowing for the possibility of waivers and substitutions). The Graduate School will consider a [waiver of courses](#) if the student can demonstrate and document skill, experience, behavior, or knowledge that reveals mastery of graduate level course content required for a program. Students are still required to meet the overall credit requirement for a degree.

Program curricula are determined by licensure requirements and accreditation standards in the fields we serve. Students may choose electives and add additional coursework (e.g. to complete an additional certificate) at their discretion and with the support and guidance of their advisor.

Courses that require specific previous content knowledge (in prior coursework) are assigned prerequisites in the student information system, which will prevent registration if the student

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has not successfully completed or is registered for the prerequisite course. Other courses require instructor consent prior to registration, which depend on individual evaluation of a student to determine readiness to take the course (for example, practicum and internship experiences).

Law School

International LLM students are generally required to take an Introduction to US Legal Studies course that is designed to acquaint them with the foundations of U.S. law and methods of U.S. legal study, thus preparing them for success in their law courses. International Animal Law LLM candidates who have previously taken a similar foundational U.S. legal studies course may petition to have this degree requirement considered met. International Environmental Law LLM candidates who studied law in a common law country or who can prove competency in common law practices through work or other means can petition to have this degree requirement waived.

Policies Related to Continuation from Educational Program

College of Arts & Sciences

To remain in good [academic standing](#), a student must maintain a cumulative GPA of 2.00 or higher and achieve a minimum GPA of 2.00 each term. Failure to do so leads to a warning, academic probation, academic suspension, or academic dismissal, depending on the seriousness and persistence of deficient grades. Good academic standing together with the completion of the required number of credit hours for promotion to sophomore, junior, or senior standing constitute the definition of “[satisfactory academic progress](#)”, which is used to determine eligibility for financial aid and to alert staff and faculty advisors to any potential academic problems. Procedures for appealing academic standing and academic progress decisions are explained in the relevant sections of the catalog.

Graduate School

Students are expected to be continuously enrolled in their graduate program. However, students may request a temporary leave of absence, demonstrating a valid reason for stepping away from their studies. Students may not take a leave of absence for more than 12 months. Students who do not return from an approved leave of absence or fail to register for three consecutive terms must request readmission to their program and will be responsible for meeting the program requirements in effect at the time of readmission. Policies and procedures for leave can be found online at:

<https://docs.lclark.edu/graduate/policyprocedures/registration/leave/>

Lewis & Clark College

Law School

Standards for continuing in the JD program are outlined in the [Grading Policy](#) of What's What, under the "Standard for Continuation" section. Students with a cumulative or yearly GPA of 1.80 at the end of their first year are considered to be in good standing. Upper-division students must maintain a cumulative and yearly GPA of 2.00 or better to be in good standing.

Requirements for continuation, termination, and readmission are laid out in the [What's What](#) for both MSL and LLM students. See the following for details.

- [Grading, Academic Achievement, Probation, and Dismissal](#)
- [Graduation Requirements](#)

MSL students and international LLM students are graded on a Credit/No Credit/Honors basis, as they do not have the same level of experience with law in general or with regard to U.S. law and U.S. legal study in particular.

SJD students are also graded on Credit/No Credit/Honors basis because the vast majority of their credits come from dissertation-based hours for which there are no grades. This approach helps ensure that the production of their dissertation remains the focus of the program, as opposed to the classroom-based courses they take in their first year.

Policies Related to Termination from Educational Program

College of Arts & Sciences

Students must maintain [satisfactory academic progress](#) to continue their studies at the college. Academic standing and credit completion are monitored for all students at the end of each semester (including summer) by the registrar. The student and academic advisor(s) are notified when the student's performance is found to be unsatisfactory. The CAS Catalog outlines details pertaining to [Academic Standing](#) and appeal procedures.

Graduate School

Students must maintain satisfactory academic progress by maintaining a B (3.0) average. Students who earn one grade lower than a C-, a no-credit NC grade, or two grades lower than a B- are not considered to be making satisfactory academic progress and will be dismissed from their program.

Additionally, students who exhibit professional misconduct or academic dishonesty are subject to a Professional Conduct Review (PCR) and Academic Performance Review (APR), respectively, which may result in dismissal

<https://docs.lclark.edu/graduate/policyprocedures/academic/>

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Law School

JD students with a cumulative GPA below 1.60 at the end of their first year are subject to academic dismissal, and those with a GPA at or above 1.60 but below 1.80 are placed on academic probation and given one semester to raise their cumulative GPA to 1.80 or face academic dismissal. Upper-division students whose cumulative or yearly GPA falls at or above 1.80 but is less than 2.00 will have one probationary semester to raise their GPA to the required minimum. Any upper-division JD student who does not obtain a cumulative and yearly GPA of 1.80 will be academically dismissed.

To obtain the LLM degree, LLM students must earn a minimum of 26 semester hours of credit with a cumulative GPA of 2.50 or better. Students who have a cumulative GPA below a 2.50 at any point during the LLM program are considered to be on probation and must meet with the LLM program administrator to discuss a plan for completing the program.

MSL students, international LLM students, and SJD students who receive two "No Credit" designations must petition the Director and Associate Dean of their respective program to continue in the program. The student must provide a written explanation that demonstrates a change in circumstances that indicate the potential for success. If a student receives three or more "No Credit" designations they are ineligible to continue in the program and will be dismissed. In addition, SJD students may be dismissed from the SJD degree program if they fail to make satisfactory progress toward their dissertation, defined as not having completed it by the midpoint of the Spring term in their fourth year.

Readmission

College of Arts & Sciences

Students who want to return to Lewis & Clark after having left without taking an official leave of absence or whose leave has expired must apply for readmission. Readmission applications must be submitted at least 30 days before the beginning of the semester. Information concerning readmission, including application materials and procedures, is available in the Office of the Registrar. Readmitted students are subject to Lewis & Clark requirements in effect during the year of their return. These policies and procedures are outlined on the [Leave of Absence](#) pages of the CAS Catalog.

The leave and re-entry policy has been updated since our last accreditation report in order to better support student success:

In 2019, college administrators who work directly with CAS students contemplating withdrawal came together to evaluate procedures, practices, and data regarding students who return from a leave of absence. This group was particularly interested in how the college might better support the success and well-being of students who withdrew mid-semester for acute academic, health, and personal reasons.

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After studying peer and aspirant policies, as well as our own data, a Leaves and Re-Entries Committee (LARC) was formed with representation from the registrar's office, advising, financial aid, student accounts, campus living, community accountability and conflict education, and case management. Data showed that students who withdraw late in a term and immediately re-enroll for a subsequent term persisted/succeeded at much lower rates. LARC revised the college's policies for students who withdraw from an active semester. The goal of the policy revisions was to help support and retain these students after their leave of absence.

The policy now requires students who withdraw mid-semester to engage in a supportive conversation with a LARC member before returning to the college. During this meeting, the student and staff member work to proactively identify and address barriers to success prior to re-enrollment, including referral to relevant resources. In addition to meeting with a member of LARC, students who withdraw from the entire semester after the 10th week are required to take a leave of absence for the following fall/spring semester before re-enrolling. A leave of absence allows students to address the barriers to success they experienced before re-enrolling.

Since these changes were introduced in Fall 2020, LARC has revisited our practices and policies at several key points, particularly from 2020-2022 when COVID-19 significantly impacted students' decision making related to leaves and withdrawals. LARC made minor policy adjustments for Fall 2024 to ensure the College used its resources efficiently and effectively in support of students. (Students who file for a late leave of absence between semesters, just after the posted deadline, are encouraged to engage with LARC; students who withdraw mid-semester are still required to meet with LARC). The CAS Curriculum Committee reviewed and approved the changes to policy in 2020 as well as the recently-made adjustments.

Graduate School

Students who leave the graduate school are required to complete the readmission process if they meet one of the following criteria:

- Did not enroll in classes for more than three consecutive semesters without being granted a leave of absence.
- Did not return to the graduate school at the end of an approved leave of absence.

Readmission is granted by program faculty, with the approval of the department chair. New or revised program and/or policy requirements, as outlined in the current graduate catalog, may be applicable to students who are requesting to be readmitted. The Graduate School's policies and instructions for requesting readmission to a graduate program are outlined on our website: <https://graduate.lclark.edu/offices/admissions/readmission/>

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Law School

Law school students (in all degree programs) dismissed under the standards for continuation may petition the Dean for readmission. Written material must be provided to demonstrate a change in circumstances which indicate the potential for success upon readmission.

For JD Students, if readmission is not approved, a student may apply to the law school as a first-year student after one year from the date of dismissal.

Evidence Documentation for Standard 2.C.3

Policies and procedures for recruiting, admitting, and placing students:

- Recruitment/Admission
 - [College of Arts and Sciences](#)
 - [Graduate School of Education and Counseling](#)
 - [Law School](#)
- Placement
 - [College of Arts and Sciences Placement Exams](#)
 - [College of Arts and Sciences AP and IB credit](#)
 - [Graduate School of Education and Counseling Waiver of Courses](#)

Policies procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures:

- Continuation/Termination
 - [College of Arts and Sciences academic standing](#)
 - [College of Arts and Sciences satisfactory academic progress](#)
 - [Graduate School of Education and Counseling continuous enrollment](#)
 - [Graduate School of Education and Counseling Satisfactory academic progress](#)
 - [Law School- JD](#)
 - [Law School- LLM, MSL, SJD](#)
- Readmission
 - [College of Arts and Sciences](#)
 - [Graduate School of Education and Counseling](#)
 - Law school students dismissed under the [standards for continuation](#) may petition the Dean for readmission.

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2.C.4 Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The security and integrity of student data at Lewis & Clark is addressed in many ways, with the college implementing a robust, multi-layered approach to data protection. The college employs state-of-the-art encryption technologies to safeguard the integrity and the backup of student information, while strictly controlling access through secure authentication protocols, Identity and Access Management (IAM), comprehensive access logging, data handling training, and data governance. This ensures that only authorized personnel can view or modify student records. Access is reviewed upon a change in employment.

To guarantee data availability and disaster recovery, the college maintains a sophisticated backup system that ensures the data cannot be maliciously encrypted nor changed from its recorded state 24/7. These backups are strategically stored across multiple locations, including two on-campus data centers, a secure cloud repository, and a dedicated backup device designed to thwart potential ransomware attacks. This redundancy not only protects against data loss but also ensures rapid recovery in the event of any system failure. Lewis & Clark College's commitment to data security and backup strategies demonstrates that it prioritizes protecting student information and maintaining the highest standards of data management.

The [Institutional Records Retention Policy](#) is posted online, as is a [retention schedule](#). Additionally, each school informs students of their rights regarding the confidentiality, security, and access of their educational records as referenced in handbooks and the catalog and on the institutional [FERPA policy](#) page. All employees granted access to student data are required to complete FERPA training to ensure an understanding of the responsibilities of protecting said data from unauthorized release. In addition, the law school also includes information in the [Educational Records Section](#) of the What's What Handbook (scroll to bottom of the page) about materials stored and maintained by Career Services (for American Bar Association reporting as well as services the office provides).

Faculty and staff do not have access to student records until they have completed the FERPA tutorial. Secure access to student records is managed at the institutional level via account creation, management, and authentication, using standard identity verification protocols. In the event that an educational record needs to be changed (for example, a grading error), instructors must submit documentation requesting the change. Changes must be approved by the department chair (Graduate School) or Dean of the College (CAS).

Student conduct, welfare, and accommodation records are maintained in the Maxient Conduct Software database. Records in the Maxient system are maintained by the Assistant Dean of Students in accordance with [FERPA](#) and the [Lewis & Clark Records Retention Policy](#). All Maxient database users are required to complete an annual security and confidentiality agreement prior

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to gaining access to student records. This agreement outlines user responsibility to uphold student privacy under FERPA and any additional rules for ethical use of those records.

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Evidence Documentation for Standard 2.C.4

Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies:

- [Institutional Records Retention Policy](#)
- [Document retention schedule](#)
- [FERPA policy](#)
- [Law School Educational Records- Career Services documents](#)

2.D. Institutional Integrity

2.D.1 Clear, Accurate, Consistent Communication

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

The [Office of Communications](#) promotes and strengthens the image and reputation of all three of Lewis & Clark's schools as well as that of the institution as a whole. It is the communications office's mission to strengthen the reputation and visibility of our institution through strong, consistent, accurate messaging.

At the institutional level, the Office of Communications creates strategic marketing and communications plans for offices such as the president, advancement, and undergraduate, law, and graduate admissions; manages the look and feel of the websites of all three schools; manages web content for top-level sites across the institution; produces the twice-yearly [L&C Magazine](#); manages social media accounts for the institution and the three schools; manages the YouTube channel for the institution; and handles [public relations](#) including media inquiries, pitching, and content creation for our [newsroom](#). In all of these efforts, we coordinate closely with administrative and academic offices to ensure accuracy and consistency of content.

The communications office also provides extensive online resources to academic and administrative offices around the institution to assist them in creating accurate, consistent communications that align with the strategic goals of the institution. These resources include [brand guidelines](#) that encompass [writing](#), [visual identity](#), [digital media](#), and [video](#).

Summary data about the student body and the composition of employees is managed by [Institutional Research and Planning](#). The institution's [mission statement](#) and [strategic planning process](#) are publicly available online.

Key academic information for all three schools, for both current students and prospective students/families, is reviewed and updated at least annually across all media.

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- **Academic catalogs** ([undergraduate](#), [law](#), [graduate](#)) all have rigorous, multichannel approval processes managed by the registrars at each school and involving academic departments, communications, general counsel, curriculum committees, and others as needed. The course catalogs are the definitive source of degree information for each school, and the current year’s catalog as well as multiple years of archives are available online.
- **Academic program websites** also have rigorous annual review cycles, completed in the summer prior to the start of the academic year. Communications partners with department and program heads to obtain updates or changes to courses, degree requirements, or other program elements and then implements those changes on the web. Routine maintenance of the website is then jointly managed throughout the year between communications and the academic department and program heads.
 - [Undergraduate majors/minors](#)
 - [Law degree programs](#)
 - Graduate programs ([teaching](#), [counseling](#))
- **Print marketing materials** also follow an annual review cycle, with the communications office managing the projects, content, and production and collaborating with admissions offices and academic departments at all three schools to ensure consistency and accuracy.
- **Digital marketing campaigns**—including email, social media, and paid advertising—follow a similar cycle to print materials.

Evidence Documentation for Standard 2.D.1

Policies procedures for reviewing published materials (print or websites) that assures institutional integrity:

- [Digital Media Accessibility](#)
- [Writing for the Web](#)
- [Social Media Best Practices](#)
- [Social Media Comment Policy](#)
- [Lewis & Clark Style Guide](#)

2.D.2 High Ethical Standards in Management and Operations

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The College administers its policies and procedures in accordance with applicable state and federal laws. The institution exemplifies high ethical standards in the managing and operation of the institution by ensuring that all faculty, staff, and students, as well as the public, the Commission, and external organizations are treated fairly. If complaints are received, they are

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treated seriously and investigators are assigned to handle them immediately. The College has in place a [Code of Ethics](#) articulating our commitment to the highest ethical standards, expectations regarding honesty and integrity, and defining and prohibiting conflicts of interest.

[Institutional Policies](#) are posted on the web as part of the General Counsel's Office and also on the [Human Resources](#) webpage. The [Institutional Grievance Policy](#) includes procedures for how employees resolve work-related complaints. There is also information in the [LCCSSA Collective Bargaining Agreement](#) and the [Faculty Handbook](#). The [Student Consumer Information](#) page on the website provides both internal and external (to L&C) resolution options for students, as do the student handbooks and specific offices ([Accessibility](#), [Title IX](#), [Registrar](#), etc.).

Faculty, staff, and students who engage in research are required to comply with the College's [Responsible and Ethical Conduct of Research Policy](#). As provided in this policy, the College makes available a variety of research-related [online training courses](#) to all faculty, staff, and students, including but not limited to the Responsible and Ethical Conduct of Research (RECR). RECR training courses include a variety of relevant introductory training modules, such as data management, mentoring, authorship, collaborative research, safe research environments, and research misconduct. Individuals required to complete RECR training must receive a passing grade in the designated online course(s) modules within the specified time in order to satisfy the training requirement.

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

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

We as a community recognize that not all conduct that may stir negative emotions or responses may or should be regulated by a conduct process. Certain conduct, however, will not be tolerated at Lewis & Clark and will result in a conduct process. Lewis & Clark College prohibits harassment of all kinds and discrimination and hate- or bias-motivated conduct that is based on

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any of the following characteristics: sex (which includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity), race, religion, hearing status, color, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, body size, age, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state or federal law.

Title IX prohibits colleges such as Lewis & Clark from discrimination on the basis of sex in the provision of its educational and co-curricular programs. The Title IX Coordinator has responsibility for overseeing all Title IX compliance, including complaints of sexual misconduct. All instances of sexual misconduct should be reported to the Title IX Coordinator or a Deputy Coordinator.

Inquiries regarding discrimination based on sex and gender can be directed to the Title IX Coordinator, [Lori Makin-Byrd, makin-byrd@lclark.edu](mailto:makin-byrd@lclark.edu). Inquiries regarding discrimination based on other protected classes can be directed to the Dean of Equity and Inclusion, Danielle Torres, dtorres@lclark.edu or the Chief Human Resources Officer, Helen Howell, helen@lclark.edu.

Complaints and concerns of all kinds, including complaints regarding discrimination and harassment, can also be reported using [an online reporting tool](#). This reporting tool is used by students, employees, neighbors, and others, and can be utilized anonymously. Complaints or concerns submitted through this form are triaged by relevant offices to ensure that each submission is forwarded to the appropriate office for handling.

Evidence Documentation for Standard 2.D.2

Policies/procedures for reviewing internal and external complaints and grievances:

- [Institutional Grievance Policy](#)
- [LCCSSA Collective Bargaining Agreement](#)
- [Faculty Handbook](#)
- [Student Consumer Information](#)

2.D.3 Conflict of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The College expects ethical conduct from all members of the community. Members of the Board of Trustees are required each year to sign a conflict of interest disclosure form. Trustees who indicate that certain situations might place them in a potential conflict of interest are required to abstain from any discussion or decision that may relate to the situation. (See Article IX of the [Bylaws](#).)

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Similar provisions apply to employees of the College. Executive Officers and managers must acknowledge each year their compliance with the College's [Code of Ethics](#) and disclose any actual or potential conflicts of interest. The College also maintains a more stringent [Financial Conflict of Interest Policy](#) applying to those who apply for or receive research support from the National Science Foundation, agencies of the Public Health Service (including but not limited to NIH, CDC, SAMHSA), and any other funder who incorporates PHS regulations into their policies.

Evidence Documentation for Standard 2.D.3

Policies/procedures prohibiting conflict of interests among employees and board members:

- Article IX of the [Bylaws](#)
- [Code of Ethics](#)
- [Financial Conflict of Interest Policy](#)

2.E. Financial Resources

2.E.1 Audit Process and Reporting

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The College's accounting system follows generally accepted accounting principles and is audited annually by independent certified public accountants in accordance with auditing standards generally accepted in the United States of America. In addition to the financial audit, a compliance audit of requirements described in the [U.S. Office of Management and Budget \(OMB\) Circular A-133](#) is performed annually. This covers federal financial aid and other federal awards. The [most recent audit report](#), covering financial information as of and for the period ending May 31, 2023, is made publicly available on Lewis & Clark's [Office of Business and Finance website](#).

The College sets annual operating and capital budgets that are approved by the Board of Trustees. Budgets are prepared by school, College of Arts & Sciences, Law, Graduate School of Education & Counseling, and for Common Services, a unit of operating and administrative departments that support the institution as a whole. The Deans of the Law and Graduate Schools are primarily responsible for preparation and management of their budgets with oversight from the institutional Finance team. The College of Arts & Sciences and Common Services budgets are prepared and managed by the collective Deans and Vice Presidents with responsibility within these areas with oversight from the institutional Finance team. Forecast reporting is delivered to the Finance Committee of the Board in October, February, and May of each year. Forecast materials shared with the Board include comparison to the budget, explanation of material variation in budgetary assumptions, and mitigating plans. The College strives to reach a 2% operating margin target though the Board provides flexibility to balance financial results and execution of our mission. Examples of the FY25 [capital](#) and [operating](#)

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[budget](#) materials are attached. On an annual basis the College updates a five-year financial model for internal planning purposes.

Other processes and communications used to monitor financial stability with the Board include regular [financial ratio reporting](#) delivered annually to the Finance Committee and annual credit rating reviews with [Moody's](#) and [S&P](#).

Day-to-day cash flow is monitored by Business Office staff with [monthly liquidity reporting and cash flow trends](#) delivered to the Chief Financial Officer. Operating cash is invested in short-term investments and cash equivalents, in accordance with college policy, with the aim to maintain appropriate liquidity while earning a return on College assets. The College has consistently and significantly grown operating cash balances over recent years with approximately \$59 million in operating cash as of May 31, 2024. This excludes the endowment and resources earmarked for future debt payments and capital projects. The college maintains access to a \$10 million line of credit with no balance outstanding.

Evidence Documentation for Standard 2.E.1
Policies/procedures that articulate the oversight and management of financial resources <ul style="list-style-type: none"> • Short and Intermediate Term Investment Policy • Central Bank Policy for investments • Investment Policy Statement • Corporate Certificate of Authority Banking Relationship
Latest external financial audit including management letter: <ul style="list-style-type: none"> • https://www.lclark.edu/live/files/35275-lcc-issued-single-auditpdf
Cash flow balance sheets: <ul style="list-style-type: none"> • Monthly Liquidity Reporting and Cash Flow Trends
Audited financial statements: <ul style="list-style-type: none"> • https://www.lclark.edu/offices/business/
Fiscal Year 2024-25 Budgets: <ul style="list-style-type: none"> • Capital Budget • Operating Budget
Financial Stability Monitoring: <ul style="list-style-type: none"> • Financial Ratio Reporting • Moody's Rating Review • S&P Rating Review
Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments <ul style="list-style-type: none"> • Forecast- May 2024

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Significant contracts/grants <ul style="list-style-type: none">• Included in the Audit Report
Endowment and giving reports <ul style="list-style-type: none">• Monthly Giving Report• Campaign Progress Report

2.E.2 Financial Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The process of developing the annual budget is slightly different for each of the four main operating units of the college, the three schools, and Common Services. Institutional work on the operating budget for the coming fiscal year begins in the Finance office during the summer months, with engagement of campus stakeholders beginning in September and concluding by mid-March. The Associate Vice President for Financial Planning and Analysis sets a schedule and provides guidance on institutional assumptions to ensure consistency across the four unit budgets. The AVP also works with department and division heads to provide support and analysis and to provide oversight of budgetary modeling and inputs prepared at the department level. The President and Executive Counsel are consulted for feedback throughout the process. The consolidated institutional budget is approved by the President before moving to the Board’s Finance Committee and voted on by the full Board at their May meeting.

The College of Arts and Sciences and Common Services budgets are developed by a committee of Vice Presidents and Deans with departments of responsibility within these units (CAS/COM Budget Manager Committee). The committee includes: the Dean of the College, Vice President for Student Life and Dean of Students, Vice President of Institutional Advancement, Vice President for Admissions and Financial Aid, General Counsel, Chief Financial Officer, the Vice President for Communications, and the Dean of Equity & Inclusion. The committee’s work is supported by the Associate Vice President for Financial Planning and Analysis. CAS/COM Budget Manager meetings are also attended by a faculty member of the CAS Budget Advisory Committee (BAC). The BAC is a standing faculty committee that provides input to the CAS Dean on the academic budget. All Deans and Vice Presidents work with their department or division heads to gain input and feedback throughout the budgetary process. The committee collectively reviews requests for additional funding as well as proposed cost reductions. Further, the Common Services budget is reviewed by the Executive Council to ensure Law and Graduate School Deans have an opportunity to provide feedback. Budget discussions are transparent with focus on priorities and trade-offs within the institution.

The Law and Graduate School budgets are developed in processes led by the Dean of each school and the Associate Dean of Finance & Administration at the Law School and the Graduate

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Director of Finance and Operations. The institutional Finance Office provides guidance on central budgetary assumptions such as benefits, utilities, and insurance. The schools develop specific assumptions based on expected enrollment, current and planned staffing levels, and anticipated operating expenditures. Each school consults with a Budget Committee composed of faculty and staff (and students in the case of the Law school) to provide opportunities for feedback. The budgets are presented to the faculty of each school before submission. The annual capital budget is also prepared at the unit level. Recommendations are made by the Associate Vice President for Facilities and the Chief Information Office in regards to institutional priorities for maintenance of facilities and technology infrastructure. Programmatic requests are generally made by each Dean and VP. Projects are reviewed for feasibility and cost estimates by Facilities and Information Technology teams as needed before being submitted to the Executive Council. EC members review and rank projects and meet to discuss prioritization and a final recommendation. Projects addressing deferred maintenance or health and safety are given the highest priority. The recommended budget is approved by the President before moving to the Board's Buildings & Grounds and Finance Committees. The capital budget is voted on by the full Board at their February meeting to provide adequate time for project mobilization.

Evidence Documentation for Standard 2.E.2

Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds

- [Capital Budget](#)
- [Operating Budget](#)
- [Forecast- May 2024](#)
- [Short and Intermediate Term Investment Policy](#)
- [Central Bank Policy for investments](#)
- [Investment Policy Statement](#)

2.E.3 Financial Resource Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Financial resources of the college are categorized into five main categories: operating cash, central bank, project fund, endowment, and other. All financial accounts are established based upon the [Corporate Certificate of Authority over Banking Relationships](#) and reported on an annual basis to the Board of Trustees. Cash disbursements are also authorized as set forth in this Authority. Investments are made based upon Board approved policies specific to each portfolio as detailed below. The college maintains various operational controls around cash management including segregation of duties and management review processes.

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The operating portfolio, also commonly referred to as the non-endowment portfolio, includes unrestricted funds generated by activities of the College and donor-restricted funds that are intended for use outside of the endowment. The operating portfolio is held across relationships at Bank of America and US Bank. Unrestricted cash is generated by both the general operations of the College managed via the operating budget and also “non-operating” activities such as Graduate & Law clinics. Unrestricted cash may have internal designations made by the administration for specific schools or purposes. These designations are not binding on the institution but may have strong internal advocates. Donor-restricted funds primarily include gifts received for private grant-funded research, annual scholarship awards, Law and Graduate clinics, or capital projects. Investment of operating cash is governed by the [Short and Intermediate Term Investment Policy](#) approved by the Board of Trustees in 2010.

The primary purpose of the Central Bank portfolio is to fund future debt service. The Central Bank is held at US Bank Institutional Trust & Custody. The strategy adopted after the refinancing of debt in 2020 includes a plan for budgeting of future debt service that provides for full repayment of the debt and utilization of Central Bank funds. The Central Bank is an unrestricted balance that could be utilized for liquidity with Board approval. However, there is no current foreseeable need to spend from the Central Bank for purposes other than debt service. The Central Bank follows the [Central Bank Policy for investments](#) as approved by the Board.

The project fund was created with proceeds of \$35m in new debt issued in March 2020; the primary purpose is funding of major capital projects. The fund is held at US Bank Global Corporate Trust and follows the Central Bank Policy for investments. The Board has authorized spending from the project fund towards projects including the renovation of Fowler Student Center, Stewart & Odell Residence Hall renovations, and improvements at Huston Sports Complex.

Endowment assets are invested following the [Investment Policy Statement](#) approved by the Board and under the direction of the College’s Outsourced Chief Investment Officer (OCIO), Cambridge Associates. The spending policy currently applied to the overall endowment provides for a 5.0% base spending rate. Spending is further limited for the permanently restricted corpus of each endowment if the balance is less than the original gift amount.

The “other” portfolio is comprised primarily of funds restricted for use in the Perkins federal loan program and funds held under trust agreements for which the College will be a remainder beneficiary. These funds are held and invested according to their respective agreements and various regulations.

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Evidence Documentation for Standard 2.E.3
Board approved financial policies, state financial policies, or system financial policies: <ul style="list-style-type: none">● Short and Intermediate Term Investment Policy● Central Bank Policy for investments● Investment Policy Statement● Corporate Certificate of Authority Banking Relationship
Description of internal financial controls <ul style="list-style-type: none">● Addressed in Corporate Certificate of Authority Banking Relationship

2.F. Human Resources

2.F.1 Conditions of Employment

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Each year, the Human Resources Department at Lewis & Clark College conducts a comprehensive review of its [policies and procedures](#) to ensure fairness and consistency. These policies, which include those related to employment conditions, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination, are communicated to all faculty, staff, and administrators through various channels.

Upon starting their employment, all new hires receive an offer letter that details their conditions of employment, including work assignments, responsibilities, and the criteria and procedures for evaluation, promotion, and termination. This information is also discussed with their Dean, department chair(s), manager, or supervisor, and is covered throughout the onboarding process.

Faculty members can find specific details regarding employment conditions, including teaching, scholarship, and service policies, in the [Faculty Handbook](#), from page 14 (Section 3.3.3) through page 75. For staff and student employees, policies are available on the Human Resources website at: [Workplace Regulations and Policies](#).

Promotion and tenure processes are governed by distinct procedures across the different schools within the college. For the College of Arts and Sciences (CAS) and the Graduate School (GSEC), the Promotion and Tenure Committee, a standing faculty committee, reviews candidates based on defined criteria and makes recommendations to the Dean and then to the President. In the Law School, an ad hoc Promotion and Tenure Committee, appointed by the Associate Dean of Faculty, reviews tenure and promotion cases, summarizing the

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documentation for senior faculty review and making recommendations based on a majority vote, which is then forwarded to the Dean and President.

Further details about these procedures are outlined in the [Faculty Handbook](#), Section 3.6, starting on page 19. Additionally, training and resources are provided to managers, faculty, and staff to support the effective application of these policies, while student employees are directed to the HR website for accessing policies and support services.

Evidence Documentation for Standard 2.F.1
Human resource policies/procedures: <ul style="list-style-type: none">● Human Resources Policies and Procedures
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination: <ul style="list-style-type: none">● Faculty Handbook● Workplace Regulations and Policies

2.F.2 Professional Growth and Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Lewis & Clark College is dedicated to fostering professional growth and development for its faculty, staff, and administrators through a variety of robust programs and policies. Our commitment is evident in several key initiatives:

Employee Development and Training Programs:

- **New Employee Orientation:** A comprehensive all-day event held monthly to onboard new staff members.
- **Administrative Staff Quarterly Meetings:** Regular gatherings to discuss ongoing support and administrative topics.
- **Monthly Faculty Meetings:** Faculty members at each of our schools hold monthly faculty meetings to stay up to date on a variety of topics that are relevant to their work at the college.
- **Annual Faculty Orientation:** A yearly event to welcome and update faculty on institutional developments.
- **Supervisor Newsletters:** Monthly communications to keep supervisors informed of updates and best practices.
- **The Source:** A weekly newsletter featuring upcoming programs, trainings, and development initiatives.
- **Employee Recognition:** Awards for Years of Service and High Achievers, celebrating contributions and milestones.

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- **Required Training:** All employees complete essential training in FERPA, Harassment and Discrimination Prevention, Title IX, and Diversity, Equity, and Inclusion.
- **Belong: An Inclusive Learning Community:** Quarterly webinars and resources aimed at promoting an inclusive workplace.
- **Professional Advancement:** We prioritize internal candidates for career advancement opportunities.
- **Supervisor Resources:** A repository of training and development resources.

Faculty Sabbatical Leave and Support:

- **College of Arts and Sciences:** Junior faculty may apply for a one-semester sabbatical at full salary during their pre-tenure period, typically in their fourth year. Tenured faculty can apply for a sabbatical after completing twelve semesters of teaching, choosing between one semester at full salary or two semesters at two-thirds salary. Detailed procedures are outlined in the [Faculty Handbook](#) (§3.11.3, pp. 61-63).
- **Graduate School:** Similar sabbatical provisions as in the College of Arts and Sciences apply.
- **Law School:** Untenured faculty benefit from a reduced teaching load during their first year. Tenured faculty are eligible for a sabbatical every seventh year, with the choice of one semester at full pay or two semesters at 60% pay. Additional support includes summer research grants and options for a reduced teaching load for significant scholarly or service commitments, detailed in the [Faculty Handbook](#) (§3.11.3.C).

These initiatives reflect our dedication to supporting the professional development and career advancement of all members of the Lewis & Clark community.

2.F.3 Sufficient and Qualified Faculty, Staff, and Administrators

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Consistent with its mission, programs, and services, Lewis & Clark College ensures that faculty, staff, and administrators possess the necessary qualifications, in both role and number, to fulfill organizational responsibilities and educational objectives. The institution establishes and oversees academic policies while maintaining the integrity and continuity of its academic programs.

- **Personnel Hiring Policy/Procedures:** Our recruitment process adheres to equal employment opportunity and affirmative action principles, focusing on job requirements and applicant qualifications. We consider both external candidates and current employees for vacancies. We also have a robust approval process to ensure that all positions are aligned with institutional support and strategic objectives.
- **Administrator/Staff/Faculty Evaluation Policies/Procedures:** Our [performance evaluation policy](#) is designed to support individual growth and organizational success. We have

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transitioned to a more streamlined [evaluation process within Workday](#) to improve efficiency.

- **Job Postings and Position Descriptions:** Job postings include comprehensive criteria and qualifications. Managers and employees are encouraged to update position descriptions annually during performance reviews. Descriptions are also reassessed during recruitment for newly created or vacated roles. Selection procedures are detailed under the "[Supervisor Resources](#)" section on our website.
- **Monthly Union Meetings:** We hold monthly meetings with union representatives to review position changes in union positions and staffing levels. This ensures ongoing alignment and communication regarding union staff roles and institutional needs.
- **Lewis & Clark Policies:** Additional policies relevant to hiring and evaluation can be reviewed [here](#).

These documents and processes ensure that the College's staffing levels and qualifications meet its academic and organizational objectives while promoting a culture of equity and inclusion.

Evidence Documentation for Standard 2.F.3
Personnel hiring policy/procedures: <ul style="list-style-type: none">● Lewis & Clark College Personnel Policies and Procedures● Faculty Handbook
Organizational charts: <ul style="list-style-type: none">● Institutional Organizational Chart● College of Arts and Sciences● Graduate School of Education and Counseling● Law School

2.F.4 Faculty, Staff, Administrator Evaluations

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated.

Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Annual Evaluation Process for Staff

At our institution, annual individual performance evaluations are a cornerstone of our commitment to employee development and organizational accountability. Our performance evaluation policy is detailed in Lewis & Clark's [appraisal policy](#). This policy not only celebrates significant achievements but also promotes reflection and professional growth. Evaluations are

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based on written [criteria that are published, easily accessible, and clearly communicated](#). They are applied equitably, fairly, and consistently, in alignment with institutional mission and goals, and are designed to track progress and align with our core values. The process includes tracking performance against core values and identifying areas for improvement, thereby enhancing job performance and fostering a supportive work environment.

Annual Evaluation Process for Faculty

Faculty evaluations are conducted systematically to align with institutional mission and educational objectives. These evaluations are based on published, easily accessible, and clearly communicated criteria. The process ensures that evaluations are applied equitably and fairly, considering each faculty member's responsibilities and duties. Faculty are assessed for effectiveness and provided with constructive feedback and encouragement for professional growth. The evaluation process fosters an environment of continuous improvement, supporting faculty in achieving their goals and contributing to the institution's mission as outlined in the [Faculty Handbook](#) (§3.6-3.8, pp. 17-54).

The faculty handbook is in the process of being updated. Some recent changes include:

- A complete revision of the review and promotion process for Graduate School clinical faculty (formerly faculty with term or contract faculty) in 2023-2024.
- Creation of a [process for appointing Faculty with Term](#) (long-term 'permanent' faculty) in the College of Arts and Sciences.
- Instituting new policies and processes for Promotion in Rank for Faculty with Term in the College of Arts and Sciences. The changes are the result of recommendations made by a task force that the Dean created last summer.
- The CAS Committee on Promotion and Tenure spent last semester doing extensive outreach and created a draft proposal for overhauling promotion to Full Professor for TT faculty. The draft will go to the faculty this Fall for approval.

Annual Evaluation Process for External Auditing

In addition to individual performance evaluations, we conduct comprehensive external reviews across key functional areas, including admissions, student financial aid, student registration and records, athletics, information technology, student support services, facilities management, and space utilization. These external audits, conducted annually alongside our financial audit, ensure transparency and accountability. The results of these reviews are reported to the Board and shared with the relevant departments, supporting continuous improvement and alignment with institutional goals and policies. This approach promotes a culture of transparency and accountability across the institution.

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Evidence Documentation for Standard 2.F.4

Administrator/staff/faculty evaluation policies/procedures:

- [Performance appraisal](#)
- [Performance management](#)
- [Faculty Handbook](#) (§3.6-3.8, pp. 17-54)

2.G. Student Support Resources

2.G.1 Support for Student Learning

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Lewis & Clark College is committed to providing academic and co-curricular opportunities that support student learning. This support starts before classes begin, with new student orientation programs, and continue throughout their time at L&C. The overall college experience extends far beyond the classroom. Participation in co-curricular activities is often critical to student success and persistence. A range of offices on campus (both institution-wide and school-specific) provide academic and other types of support to ensure student well-being, engagement, and experiential learning.

The Graduate School utilizes a variety of class formats to support student learning and address student learning needs. In particular, small classes (~6) are used in internship/supervision classes where students apply practical skills in professional practice. Larger classes are also based on experiential, dialogic, and inclusive instructional practices. Students are assigned advisors to help mentor them through their program of study; they also have supervisors in the practicum and internship settings. Graduate students regularly take advantage of campus-wide resources (see below) as well as Graduate School-based offices, such as the [Office of Career and Licensing](#), and the [Strategic Partnership and Placement Office](#).

The Law School offers support for student learning and success through a dedicated [Academic Enhancement Program](#), which focuses on individual learning styles. In addition, the Law School has a required first-year (1L) course, Foundations, that specifically focuses on professional identity formation, equity and inclusion, curriculum planning, character and fitness for bar membership, and a host of other topics designed to support student learning and success. The [1L Mentor Network](#) provides additional support to first-year law students as do assigned faculty advisors, who support their learning experience during their first year and beyond.

New undergraduates participate in a [First Year Experience](#) (FYE) program and complete two [First Year Seminar](#) courses. These small, faculty-led courses help new students develop the reading, writing, discussion, and analytical skills needed to succeed in college and for life.

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The [Division of Student Life](#)'s strategic themes - belonging and inclusion, peer leadership, wellness, great student experience/school spirit, and experiential learning - are designed to support CAS students' transition to college by encouraging personal development, promoting co-curricular learning, stimulating educational success, and helping prepare students for lifelong careers.

A list of all programs and services supporting student learning needs and that help to create effective learning environments follows.

Institution-wide offices:

- Needs or concerns related to health and wellness (physical and mental) are handled through the [Health Promotion and Wellness Office](#).
- International students receive assistance and advice for dealing with cultural issues and complying with immigration requirements from the [International Students and Scholars Office](#).
- The [Office of Spiritual Life](#) programs support the entire Lewis & Clark community and focus on belonging, becoming, and connecting beyond ourselves.
- [Campus Safety](#) serves the campus community by protecting life and property, preventing crime, enforcing laws, and maintaining general order for all members of the community.
- The [Office of Student Accessibility](#) provides accommodations, education, consultation, and advocacy for students with disabilities and provides access to disability-related resources to help the campus-wide community support students.
- The [Community Accountability and Conflict Education](#) Office works with students who have been documented for an alleged policy violation, to report a concern they have with a fellow student, and with conflict resolution.
- The [Welfare Intervention Team \(WIN\)](#) intervenes when students are deemed to have a critical need based on their safety or the safety of others. Coordinated by the Division of Student Life, the team consults with one another and appoints someone to work with the student and monitor the student's progress. Members of this group meet weekly and include representatives from Campus Safety, Student Life, and other offices that serve students. WIN supports all L&C students.

Experiential Learning

The following offices help L&C students achieve the skills needed to embark on thriving careers or further studies that enable them to support themselves and their communities. Each school provides opportunities for its students to **engage in the community** locally and globally, and **apply what they learn in the classroom**.

College of Arts & Sciences

- The [Center for Social Change and Community Involvement](#) provides opportunities for students to engage in the community and hone leadership skills.
- The [College Outdoors](#) program develops students' skills through experiential education, cultivates lifelong leaders, and promotes a healthy Lewis & Clark community. The College

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Outdoors program also encourages personal and social development. A College Outdoors Outdoor Leadership (COOL) certificate has recently been added.

- [Bates Center for Entrepreneurship and Leadership](#)

Graduate School of Education & Counseling

- Community Counseling Center
- [Strategic Partnerships and Clinical Placement](#)

Law School

- The law school requires each student to take six experiential credits that students can fulfill through several clinics, simulation classes, and externships. More information is available at <https://law.lclark.edu/academics/experiential-learning/>
- Law students also have multiple opportunities to volunteer in law-related activities in the community.

Academic & Career Support

College of Arts & Sciences

A [Writing Center](#), [Symbolic and Quantitative Resource Center \(SQRC\)](#) and a [peer tutoring program](#) administered by the student government, as well as some tutoring centers within particular departments, provide academic support to undergraduate students in addition to the [College Advising Office](#) and the [Career Center](#).

Graduate School of Education and Counseling

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

Law School

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

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

The [Law School's Career Services](#) provides students professional development assistance throughout their career at L&C and beyond through individual career counseling, job search

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strategizing, application material review, mock interviews, networking contacts, guiding assessment, and researching career paths. [Career Connect](#) allows Law school students and alumni to search for and apply to job postings, receive customized daily updates, register for events, and build their experience profile.

Additional support/engagement opportunities for undergraduate students

As a residential campus with 65% of our undergraduate students living in the residence halls, professional live-in staff members from [Campus Living](#) serve in the capacity of on-call staff 24 hours a day, 365 days of the year. This group works to take care of low and mid-level health, wellness, and behavioral issues. High-level issues are directed by this group to the on-call Campus Living representative. Both groups work closely with [Campus Safety](#).

Additionally, the Assistant Director of the College Advising Center convenes the [Student Support Network \(SSN\)](#), a committee made up of representatives from the College Advising Center, Case Management, Office of Student Accessibility, and several Student Life departments. SSN meets weekly to review cases of students experiencing academic, personal, or health challenges, as reported by faculty and other sources. Members of SSN commit to following up with individual students in an effort to provide proactive support for those who may slip into further trouble without intervention. Students who have greater need of support and are deemed to have a critical need based on their safety or the safety of others are referred to the [Welfare Intervention Team \(WIN\)](#) as explained above.

Evidence Documentation for Standard 2.G.1

Listing of programs and services supporting student learning needs:

- To Support Undergraduate Learning & Success:
 - [First Year Experience](#)
 - [Center for Social Change and Community Involvement](#)
 - [College Outdoors](#)
 - [Bates Center for Entrepreneurship and Leadership](#)
 - [Writing Center](#)
 - [Symbolic and Quantitative Resource Center \(SQRC\)](#)
 - [Peer Tutoring](#)
 - [College Advising Office](#)
 - [Career Center](#)
 - [Campus Living](#)
 - [Student Support Network \(SSN\)](#)

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- To Support Graduate & Professional Student Learning & Success:
 - [Office of Career and Licensing](#)
 - [Strategic Partnership and Clinical Placement Office](#)
 - [Academic Enhancement Program \(AEP\)](#)
 - [1L Mentor Network](#)
 - [Law School Experiential Learning Opportunities](#)
 - [Lawyering Program](#)
 - [Writing Center](#)
 - [Career Connect](#)
- Institution-wide support offices:
 - [Health Promotion and Wellness Office](#)
 - [International Students and Scholars Office](#)
 - [Office of Spiritual Life](#)
 - [Campus Safety](#)
 - [Office of Student Accessibility](#)
 - [Community Accountability and Conflict Education](#)
 - [Welfare Intervention Team \(WIN\)](#)

2.G.2 Catalog

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Lewis & Clark College publishes (on line) an [undergraduate](#) and [graduate](#) catalog. At the Law School the online [What's What Handbook](#) functions as the catalog. It is a live document that is updated as necessary. Policies and information not listed in the What's What are found on other pages of the website.

These documents provide current and accurate information related to the institution, its mission, policies and procedures, degree programs and courses¹ (including all requirements and costs), and expectations for student conduct. There are also corresponding webpages for each of these items to ensure students and other community members have access to important and

¹ The law school publishes information about courses in a [course catalog](#), separate from the What's What Guide.

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relevant information to complete their degrees. Archives of previous catalogs are also available ([CAS](#), [GSEC](#)). The law school posts the current and previous year of the [course catalog](#).

Institutional Mission

The [Institutional mission](#) is published online and [in the undergraduate and graduate catalogs](#). The graduate school and law school also publish information about their school-specific missions:

- [Graduate School Mission](#)
- [Law School Mission](#)

Current catalogs and other online resources address the areas outlined in this standard as follows.

Grading Policies

- [College of Arts & Sciences](#)
- [Graduate School of Education and Counseling](#)
- [Law School](#)

Academic Program Information

- [College of Arts & Sciences](#). Each program's webpage provides information about the major (or minor), including required and optional courses, potential career outcomes, and what to expect from the program.
- [Graduate School of Education & Counseling](#). Each program has projected timelines to completion on their respective webpages found [here](#).
- [Law School](#). Each program's webpage provides information about the degrees offered, the curriculum, clinics and practical skills, and potential career areas.

Faculty Information

- [College of Arts & Sciences](#), and on departmental websites
- [Graduate School of Education & Counseling](#)
- [Law School](#)

Conduct, Rights, and Responsibilities

- [College of Arts & Sciences](#)
- Graduate School of Education & Counseling
 - [Academic Policies](#)
 - [Navigator Student Handbook College Policies](#)
- [Law School](#)

Tuition, Fees, and Costs

- [College of Arts & Sciences](#)
- [Graduate School of Education & Counseling](#)
- [Law School](#)

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Refund Policies and Procedures

- [College of Arts & Sciences](#)
- [Graduate School of Education & Counseling](#)
- [Law School](#)

Financial Aid (overview)

- [College of Arts & Sciences](#) specific
- [Graduate School of Education & Counseling](#) specific
- [Law School](#) specific

Academic Calendar

- [College of Arts & Sciences](#), and online
- [Graduate School of Education & Counseling](#)
- [Law School](#)

Admission Requirements and Procedures

These are posted online for all three schools, as noted in Standard 2.C.3, above.

- [College of Arts & Sciences](#)
- [Graduate School of Education & Counseling](#)
- [Law School](#)

2.G.3 Licensure, Entry into Occupation, Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Lewis & Clark Graduate School of Education and Counseling provides accurate and up-to-date information about licensure eligibility requirements and procedures to all students in education, counseling, and therapy programs. Information is provided through both individual and group advising and is found online in the [Career and Licensing Services](#) page, the [Academic Program Pages](#), and in the [Graduate Catalog](#). Lewis & Clark College is also a member of NC-SARA, the National Council for State Authorization Reciprocity Agreements and provides students with a link to the [Professional Licensure Directory](#) maintained by NC-SARA.

The Law School posts information about certifying students for the Oregon State Bar on the [Bar Examinations page](#) of the What's What. Contact information for application materials and deadlines for other states' bar exams are listed for the states where the majority of L&C Law School graduates apply. The [Curriculum Planning](#) page provides students with an overview of the graduation requirements as well as suggestions on how to effectively manage the degree requirements with specialized interests.

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There are no programs leading to licensure in the College of Arts and Sciences.

Evidence Documentation for Standard 2.G.3
<p><i>Samples of publications and other written materials that describe:</i></p> <p>Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered:</p> <ul style="list-style-type: none">● Educational Careers● Counseling and Therapy● Academic Program webpages● Graduate Catalog● NC-SARA Professional Licensure Directory
<p>Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials:</p> <ul style="list-style-type: none">● Bar Examinations page

2.G.4 Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Information about financial aid and eligibility is provided in the catalogs and websites published by the three schools and is also [posted online](#) through the Office of Financial Aid website. Institutional aid is designed to achieve multiple objectives within a budgeted tuition revenue constraint, including access, enrollment outcomes and academic quality.

A variety of financial assistance is available for study at Lewis & Clark Law School, including scholarships and awards, loans, clerkships, and work opportunities. Aid, including scholarships, loans, and work opportunities, is available annually to students studying at Lewis & Clark Law School.

Students studying in degree programs at the Graduate School for Education and Counseling have access to federal student loans as well as institutional- and community-based scholarship programs that are primarily need-based and designed to support student access.

The College of Arts and Sciences has the most extensive financial aid program with approximately 99% of full-time, degree-seeking students receiving financial aid in some form, the majority of which is institutional grant.

On average (over the last 5 years) 34% of all undergraduate students in each incoming first-year cohort (53% of those with need) had financial need that exceeded their total financial aid

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package, which can include grants from all sources, federal loans, and work-study awards. The college is not in a position to meet full demonstrated need for all students. However, we have made specific commitments to meet the demonstrated financial need of students enrolled at Lewis & Clark who are part of the Posse Foundation, Davis Foundation, and Future Connect Scholarship programs.

Typically, about 50% of the undergraduate graduating class takes out student loans at some point during their time at Lewis & Clark. For the class that graduated from the College of Arts and Sciences during the 2023-2024 academic year, the average student loan indebtedness for those who took out student loans was \$27,662, which is less than the average indebtedness for graduates of the undergraduate program in 2017-18. The average student loan indebtedness for borrowers who graduated during 2023-24 period from the Law School was \$128,753 and from the Graduate School of Education and Counseling was \$98,062. The most recent loan default rate (from FY 2021) was 0.0% because it was measured a time during which student loan payments were not required by the federal government due to pandemic-related flexibilities. In general, Lewis & Clark Colleges default rate is around 1.25%.

Evidence Documentation for Standard 2.G.4

Published financial aid policies/procedures including information about categories of financial assistance:

- [College of Arts and Sciences](#)
- [Graduate School of Education and Counseling](#)
- [Law School](#)

2.G.5 Financial Aid Repayment

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Students in the three schools at Lewis & Clark can be offered a variety of financial aid sources including grants/scholarships, work opportunities, and student loans. Each type of aid is clearly labeled on the financial aid offer so students are aware of the type of aid at the time it is offered to them.

Students who choose to accept student loans need to go through a subsequent process to secure those loan funds. Students who accept federal student loan funding for the first time are required to complete a loan entrance counseling session on StudentAid.gov, which covers their rights and responsibilities as a student loan borrower. This information includes a discussion of loan repayment obligations and options. Students are told of this requirement on the Lewis & Clark [Loan Counseling website](#). Students borrowing federal student loans for the first time are also required to complete a Master Promissory Note, which details all terms and conditions of

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the loan. At the point when the student is graduating or otherwise leaving Lewis & Clark, they are also informed of their obligation to complete Loan Exit Counseling at StudentAid.gov. Exit counseling covers information related to repayment options and other important information.

The federal student loan program is monitored and reconciled on a monthly basis as required by federal rules. Students wishing to borrow private educational loans are counseled to consider federal student loan options first. A link to the Lewis & Clark loan default rate is published on our [Consumer Information website](#).

Evidence Documentation for Standard 2.G.5
Information to students regarding repayment obligations: <ul style="list-style-type: none">• Loan Counseling website
Policies/procedures for monitoring student loan programs: <ul style="list-style-type: none">• Consumer Information website
Loan default rate published on website: <ul style="list-style-type: none">• 3-year student loan default rate (via Department of Education Federal Student Aid Office)

2.G.6 Academic Advisement

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

College of Arts & Sciences

Academic advising for undergraduate students is designed to help them map out their course of study, choose a major, understand the breadth and depth of a particular discipline, and how it can be applied to their future career. Registration for courses requires advisor approval and, except when students are on off-campus programs, is always preceded by a meeting between the student and an advisor. New students are assigned both a college advisor and a faculty advisor. Typically, students are matched with pre-major advisors according to academic interest and/or with a faculty member who is also their instructor during the first term. At the stage of declaring a major, the student chooses a faculty advisor from the department that offers the major. Throughout their time at the college, students have access to - and receive outreach from - the [College Advising Center](#), its services, and staff.

This model is a result of a detailed assessment of our advising structure and effectiveness performed in the summer of 2011 by a group of faculty and staff. It was determined that our faculty do a very good job advising majors. Our challenges were associated with pre-major and

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transfer student advising as well as supporting students experiencing academic and personal difficulties. Previously, advising focused specifically on course selection and did not formally address student needs that went beyond academic advising. That which did was very informal, and in order to better support student success, the College Advising Center was created.

The College Advising Center is available to all undergraduate students and aims to help students:

- Explore academic and co-curricular options
- Make graduation, study abroad, and academic plans
- Understand academic policies and procedures
- Connect with faculty for further guidance on academic options
- Access academic support and resources

In the near future, we plan to implement software that will make it easier for students, with faculty assistance, to develop their four-year academic plans, monitor their progress toward degree completion, and make it easier to interact with their advisor in addition to other academic support personnel across campus.

The College Advising Center (CAC) regularly collects and analyzes assessment data to enhance its services and ensure equity in student support. Since 2022, every student who books an appointment with the CAC is invited to complete a post-appointment assessment. This survey measures the effectiveness of advisors in meeting [stated objectives](#), providing valuable feedback that guides continuous improvement in advising practices. Nearly all respondents indicate that it's easy to make an appointment and feel advisors are knowledgeable, listen and respect them, and demonstrate care for their overall well-being. The majority of respondents (72% or more) also report having more clarification about their major and academic path, a better understanding of academic policies and procedures, an increased awareness of campus resources and where to find information about degree requirements, clarity about next steps and a decrease in stress levels. A summary report can be found [here](#).

In addition to collecting post-appointment data, the CAC Director monitors and compares student visit numbers each semester, categorized by appointment type (drop-in or scheduled) and advisor, and the team uses this information to adjust the ratio of appointment type availability. Each semester, the CAC also utilizes a "heat map" that shows the percentage of undergraduates enrolled in classes per half hour each weekday to select availability times and optimize students' access to advising.

At regular intervals the CAC collaborates with the Institutional Research (IR) department to analyze visit data by demographic groups, identifying student populations that are either over- or under-represented in our visits. This analysis informs our outreach strategies and ensures equitable access to advising resources, and it has also informed personnel decisions. For example, in response to data showing that student athletes visit the CAC at lower rates than non-athletes, the CAC partnered with Athletics in Summer 2024 to add an advisor position with a specialty in working with coaches and serving student athletes.

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The College Advising Center (CAC) is committed to providing informed guidance and referrals for undergraduate students, as well as professional growth for advisors. Because resource limitations prevent advising staff from attending national or regional conferences, advisors prioritize both internal and virtual opportunities for development, including webinars and online training, and professional development conversations hosted by the institution. At least one CAC advisor attends the faculty meeting each month; several times each semester, all CAC advisors meet with another student-facing office on campus (Student Accounts, Career Center, Financial Aid, Athletics, International Students and Scholars, etc.) to share information and ensure that advisors are up to date on policies and procedures that impact student success.

In addition, the CAC maintains departmental representation on a range of undergraduate committees and working groups that include faculty and staff across the college. In doing so, advisors regularly contribute to – and stay informed about - conversation and action related to student success, changes to policy, and program development.

- Committee on Student Success
- Welfare Intervention Network
- Committee on Enrollment
- Student Success Network
- Leaves and Re-entries Committee
- First Year Experience Committee
- Transportation and Parking Committee
- Human Subjects Research Committee

The faculty handbook stipulates that assessment of teaching is based on various factors, one of which is “academic advising.” (see 3.6, p 18). The developmental review process, tenure and promotion process, and the triennial review process (for tenured faculty) all include assessment of advising effectiveness, based on faculty member self-assessment and a department chair assessment of advising load and quality of such advising. The annual advising workshop, as well as the faculty advising handbook, both lay out what constitutes effective and high-quality advising.

The College Advising Center regularly offers opportunities for faculty development in regard to advising, in addition to the mandatory annual advising workshop.

Graduate School of Education & Counseling

Upon admission to a program, students are assigned an advisor. Advisees are distributed across all faculty members in the program, generally to equalize advising loads and access, sometimes on the basis of a match with a student’s particular areas of interest. While it is relatively easy to plan courses each semester based on the cohort models of most programs, students are encouraged to check in with their advisors regularly: to answer questions, to give advice and recommendations, to listen to problems and issues, and to help find ways to assist students in the successful completion of the program.

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Developing a program of study with the help of an advisor, monitoring progress in the program, making adjustments as needed, and seeking support and guidance for problems and for charting your course are all key parts of the student-advisor relationship. Faculty work collaboratively to support students in their development and share information with each other relevant to assisting/supporting students in their programs. In addition, all program faculty are involved in reviewing students' academic progress and monitoring their completion of gateways for key transitions (e.g. to the field experience component of a program). After spending time in their programs, students sometimes identify a faculty member who shares a particular interest in common with them. Students are permitted to change advisors to find the best working relationship.

All graduates and program completers (degree and licensure-only students) are invited each year to participate in an online exit survey. This survey assesses: (1) completers' overall experience at the Graduate School, including perceptions of quality of faculty, program content, field experiences, and advising; (2) the link between program completers' experiences and the Graduate School's mission; (3) program completers' experiences around diversity and social equity in the Graduate School; and (4) completers' experience with student services (e.g., admissions, registration, career and licensing, library and computer services, etc.). These surveys provide key, actionable data on ways to continuously improve efforts to support students.

Law School

In the Law School, students follow a common syllabus during their first year. Consequently, most of the guidance is provided through the student handbook and course descriptions. Information about [curriculum planning](#) is available online and is [presented](#) by the ADSA each year as part of the mandatory First Year Law Foundations class during the spring semester before students register for their second-year courses. The school also provides a regularly updated three-year cycle of upper division courses so that students can plan ahead. The student handbook provides detailed guidance about the requirements for certificate programs, externships, law clinics, and other special coursework such as law reviews, and there is a law student life "student resources" webpage.

First-year students are given the opportunity to be assigned to specific faculty mentors and can continue that relationship throughout their years at the law school; in addition, faculty are open to mentoring any student who wishes to have individualized advice. The Law School also has an Academic Enhancement Program that "employs holistic and data-driven techniques to help students from all backgrounds, particularly those from underrepresented ethnic, socioeconomic, or cultural groups, successfully enter the legal profession. AEP focuses on providing avenues for success in four areas: admission, acclimation, acquisition of skills, and acceptance to the Bar."

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The Law School faculty and Associate Dean of Student Affairs (ADSA) provide ongoing academic advising to law students. The faculty and ADSA regularly discuss academic requirements and requirements for bar admission during monthly faculty meetings to ensure that faculty and the ADSA are well-versed in the law school graduation requirements.

Evidence Documentation for Standard 2.G.6

Description of advising program, staffing, and advising publications:

- [College of Arts and Sciences Advising Webpage](#)
- [College of Arts and Sciences Advising Assessment Summary Report](#)
- [Law School Curriculum Planning Presentation](#)
- [Law School Registrar Curriculum Planning Webpage](#)
- Please see narrative for the Graduate School

2.G.7 Identity Verification for Distance Education Students

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

The Graduate School offers some courses, certificates, and endorsements that can be completed online, and are provided through secure website access. The Law School offers two fully online degrees in both Animal Law and Environmental Law as well as several courses available for JD students. The [Law School Distance Education Policy](#) provides the requirements for regular and substantive interaction in distance education courses/programs. Some undergraduate courses, usually connected with internships, may be offered online. The CAS [Online Instruction & Distance Learning - Guiding Principles](#), adopted in the Spring of 2021, provides guidance for instructional staff in the College of Arts and Sciences, including guidelines related to substantive interaction.

In all cases, identity verification is managed at the institutional level. Each student is assigned a unique account username and credentials for authenticating to online application services. Students participate in classes using unique credentials that include username, passwords, and MFA (multi-factor authentication). Access logs are maintained and regularly reviewed to identify access behaviors outside of the standards established by the L&C Security Operations Center team. All faculty are required to complete training related to student privacy and cybersecurity, as well as the Family Education Rights and Privacy Act (FERPA).

As our distance education programs continue to grow, faculty and administrators are looking at additional methods and tools to verify the identity of online students.

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Lewis & Clark College regularly evaluates and demonstrates its capacity in the support of educational technology, data security, technical infrastructure, and accessibility.

The College has been a member of NC-SARA since 2017. Membership has been renewed each year.

Evidence Documentation for Standard 2.G.7

- [College of Arts and Sciences Distance Education Policy](#)
- [Law School Distance Education Policy](#)
- Graduate School Distance Education Policy- please see narrative

2.H. Library and Information Resources

2.H.1 *Library Personnel and Access to Resources*

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Lewis & Clark College maintains two libraries: the Aubrey R. Watzek Library on the main campus, which services the undergraduate college and Graduate School, and the Paul L. Boley Law Library at the Law School. Both libraries are staffed with appropriate qualified personnel to serve their respective constituents.

The purpose of the two libraries is to advance the academic mission of Lewis & Clark College by providing resources and education to support scholarly inquiry, research, and intellectual exploration (see the Watzek Library Mission & Vision Statement). The libraries maintain separate web presences but share a library management system and discovery layer and provide reciprocal access to print and electronic resources. The narratives below outline the details for each.

Boley Law Library

The Boley Law Library provides foundational support to the educational, scholarship, research, and clinical efforts of Lewis & Clark Law School and the greater Lewis & Clark College community. The Law Library has nine [staff positions](#) grouped into two departments. Collections and Access oversees access services, archives, collection management, data management, and special collections. Research and Instruction provides research and reference services to students, faculty, clinicians and other staff, and visitors, a comprehensive instruction and training program, and management of certain legal research databases. The Associate Director of Collections and Access has an advanced degree in information science, and all Research and Instruction librarians have advanced degrees in both information science and law. Each year the

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Law Library employs over 10 student staff in access services, as well as a reference internship when we have Law School students interested in pursuing legal information careers.

Access to Resources

The Boley Law Library supports the legal instruction and scholarship needs of the Law School and the greater Lewis & Clark community by providing a rich collection of print and electronic resources and services. The Law Library has an annual acquisitions budget of approximately \$500,000, with the substantial majority of this budget devoted to an ever-increasing number of digital legal information resources. The Law Library's 2023-24 holdings include 182,170 physical items, 425,761 electronic book titles, and 41,055 electronic journal titles.

The Boley Law Library print collection supports the curriculum and research needs of our faculty and students by providing materials that are pertinent to instructional areas of law and practical legal training, of historical value, are not otherwise available electronically, and/or are better suited for use in a print format. In addition to supporting the general Law School curriculum and clinical practice, the Law Library has notable collections in environmental, energy, and natural resources law, animal law, legal history, the law of indigenous peoples, business and tax law, public interest law, international law, crime victims' rights, diversity, equity, and inclusion, and resources on legal careers and the practice of law. Similar to Watzek Library, the Law Library acquires a copy of every textbook adopted by Law School faculty for short-term student loans.

In 2023-2024 the Law Library counted over 4,700 check-outs of materials. As an indication of the unique quality of the collection and the continued relevance of the Law Library print collection priorities, the number of items that the library loaned to other libraries, 1,400, was almost double the number of items we borrowed on behalf of our own patrons, and the highest total loans since 2012.

The majority of our resources are in digital formats, reflecting the complete transformation of the legal information environment over the past 25 years. Access to these resources is provided through the Boley Law Library website, lawlib.lclark.edu, and the libraries' shared discovery tool (Primo). These resources include legal research databases, related government and topical databases, electronic journals, electronic books, and a variety of other digital materials. Whenever possible, the digital resources purchased and licensed by the Boley Law Library are shared with Watzek Library for use by the Lewis & Clark College and Graduate School communities. The Law Library has placed an increasing emphasis in recent years in acquiring electronic books in order to support the full breadth of the Law School's scholarly needs and its in-person and online educational programs. In 2023-2024 over 108,000 new electronic titles were purchased or licensed for student and faculty use. Two substantial electronic study aid collections were added in recent years to meet student demand.

In 2023 the Boley Law Library initiated a formal digital archiving program. The [Lewis & Clark Law School Digital Commons](#) provides us an electronic repository to house the scholarship, publications, archives, and special collections of the Law School and Law Library. This digital

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archive, currently at an early stage of development, contains the complete archive of Animal Law, one of three student-edited journals published by the Law School; a complete archive of materials from the annual Martin Luther King, Jr. Lecture Series; a nearly complete archive of The Advocate, the Law School's annual magazine for alumni, faculty, staff, and friends of Lewis & Clark Law School; a substantial portion of the Law Library special collection, International Whaling Commission: Patricia Forkan Collection, 1971-2008; beginnings of a collection of metadata of faculty scholarship; and a visual archive of sketches of faculty by the late Professor Emeritus Ron Lansing drawn during his 35-year career. The digital repository received over 30,000 views and downloads in its first full year.

The Boley Law Library uses a variety of means to determine collection development priorities that best match the scholarly and curricular needs of the Law School community. The Law Library administrative team meets regularly to discuss collection development. The selection committee of Research and Instruction librarians, the Associate Director, Research and Instruction, and the Associate Director, Collections and Access, review and make recommendations concerning available material from a variety of sources. Each Research and Instruction Librarian as well as the Director have assigned subject areas and programs for primary collection responsibility. Librarians liaison with programs, faculty, and student groups in their subject areas regarding collection needs. Additionally, reference interactions and interlibrary loans are reviewed for commonly-requested materials and for early recognition of collection gaps and emerging areas of scholarship. Individual student requests are encouraged through a web form and outreach.

Outreach and Education

The Boley Law Library engages in a wide variety of outreach activities in order to both share valuable services and resources with the Law School community and to gain valuable insights into the value of those resources and the emerging legal information needs of students, faculty, and clinicians. Our front desk is split between our Circulation staff and the Reference desk.

Circulation staff, including student staff, are present at our front desk during all open hours. The circulation staff provide directional assistance, assist with checking out materials, and provide a central staff person during evenings and weekends when most campus departments are closed. The circulation desk provides checkout of textbooks and other required course materials, pickup of materials borrowed from Watzek Library, our Orbis Cascade consortial partners, and interlibrary loan, and checkout of equipment placed on reserve such as headphones, phone and computer chargers, white board supplies, portable standing desks, keys to the lactation room as well as the bike repair closet, and light therapy lamps ("happy lamps") for those short Oregon days.

Research librarians are at the reference desk during all scheduled reference hours, which match our open hours for non-Lewis & Clark, non-attorney members of the public. Reference services are also provided through email, phone, and online chat and have grown at a high rate. Total reference interactions have increased over 45% since 2020. This is due to the expansion of our

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chat reference service in response to the COVID campus closures, an emphasis on providing research appointments, and substantial and continuing outreach efforts to students working on research papers, cite checking for law reviews, projects for our legal clinics, moot courts, externships, internships, clerkships, and first positions after graduation.

The Boley Law Library has a wide variety of outreach activities, direct and indirect. The Research and Instruction Librarians have made extensive efforts to increase outreach and consultations. Key outreach efforts have been made to the Law School legal clinics located on campus and those in downtown Portland in order to raise awareness among those students of the broad array of resources and services available to them, to student law review editorial boards, and to student groups, both as formal advisors to groups such as the Disabilities Law Student Association and the Data Privacy Group, and with visits and collaborations with many groups on events such as hosting guest speakers, providing sponsorship and texts for book clubs, and in providing space in the library for student group-led displays. Additionally, the Law Library sends regular “personal librarian” emails to first-year law students, and has an active social media presence on Instagram and Mastodon. Student feedback is solicited in a variety of manners, including surveys of the student body, either directly by the Law Library or as part of the annual Student Services survey.

Librarians regularly reach out to and consult with faculty members in their areas of expertise. The Director attends all faculty meetings and meets weekly with the Dean and the Law School administrative team. Librarians regularly are assigned as members of faculty-led committees, with the Director currently a member of both the Budget and the Curriculum Committees.

Education efforts make up a substantial portion of the focus of the Boley Law Library staff. All Research and Instruction Librarians as well as the Director teach in a variety of venues. For many years the Librarians have held for-credit legal research classes on a variety of advanced and specialized topics. In 2023-2024 they taught legal research courses in the JD program on Administrative Law, Advanced, Advising Businesses, Environmental Law, and International and Foreign Law. The Director teaches an annual Environmental Law Legal Research course as part of the Environmental, Natural Resources, and Energy Law LLM and MSL online programs. There is also an Animal Law Legal Research course taught annually by adjunct faculty.

Beginning in the Spring of 2024 Law Librarians inaugurated a new course for first-year law students, Legal Research 1. This two-credit course is now a required annual element for every incoming student. It provides a substantial introduction to the process of legal research, the primary and secondary sources of U.S. law, legal research tools and resources, and an introduction to practical legal research tools prior to beginning summer positions. Most of the advanced and specialized classes described above are now provided in the fall semester.

Additional formal education efforts take place through our [Prepare to Practice Legal Research Certification Program](#), through librarian visits and close coordination with the Lawyering and the Foundations programs, in orientations for the Animal Law and the Environmental, Natural Resources, and Energy Law LLM and MSL programs, in law librarian-led classes taught within

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the legal clinics' educational programs, and in visits and through providing librarian-created research guides to courses throughout the curriculum. Regular training is provided to our student-edited law reviews and via events and talks sponsored by Law School student groups.

Library Assessment and Planning

The Boley Law Library similarly collects input and data from a number of sources for planning and assessment. Annual data collection, often in coordination with Watzek Library, includes building usage, reference transactions, use of physical and digital resources, interlibrary loan, reference transactions, research appointments, student use of our four distinct study areas, and other measurements. In lieu of a Library committee the Director regularly consults with the Law School Dean and provides an annual report, regularly meets with the other Law School administrative deans, and the Director and librarians regularly consult with the Law School faculty and program directors.

Decisions regarding Law Library policies, services, and resources are discussed at weekly meetings among all staff, within regular department meetings of Collections and Access and Research and Instruction, respectively, and at weekly meetings of the Law Library administrative staff. Ad hoc committees are formed as necessary regarding particular projects or policies. In addition to the joint Discovery Team committee with Watzek Library mentioned above, Watzek Library and Boley Staff are often invited to serve on each other's committees regarding special projects.

Watzek Library

Watzek Library provides resources and education to support scholarly inquiry, research, and intellectual exploration (see the Watzek Library [Mission & Vision Statement](#)) and employs seventeen regular [staff members](#) across functional areas that include access services, collection management, research and instruction, digital and data services, and special collections and archives. Where appropriate, staff members have advanced degrees and certifications needed to meet the professional requirements of their positions. The library also employs 30+ student assistants in access services, archives, and other areas.

Access to Resources

With an annual acquisitions budget of approximately \$900,000, Watzek Library provides access to a broad array of print and electronic resources selected to support the curricular needs of the College of Arts and Sciences and the Graduate School of Education and Counseling. In 2023-24 Watzek library held 336,278 physical items and counted 29,019 check-outs including general collection books, reserves, and equipment. The library also provides community members with access to print collections via the Orbis Cascade Alliance Summit service, which includes the holdings of 38 academic libraries in the Pacific Northwest region. Though the use of physical materials is on a slow decline in alignment with broader trends at academic libraries, they are still highly valued by many community members. A recent survey of students revealed that

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almost 50% of respondents preferred engaging with print books over ebooks.

Watzek Library also offers access to an array of digital resources through its website: library.lclark.edu. These include electronic journals, electronic books, research databases, streaming media, data sets, and a discovery tool (Primo). As of 2024, the library provided access to approximately 140,000 electronic journal titles and 1,296,513 ebook titles. Library users downloaded 195,078 articles and viewed 56,204 ebooks over the course of the year, an 8% and 144% respective increase since 2017. The library also provides access to purchase-on-demand ebooks, which can be accessed instantly by community members. Furthermore, the library provides digital interlibrary loan and on-demand document delivery for articles and book chapters not available through our online resources.

To promote affordability and accessibility of course materials, Watzek Library also provides a course reserve program in which, by default, any textbooks adopted by faculty will be acquired by the library and made available to students in print and/or electronic format.

The Watzek Library Special Collections contains a number of manuscript collections related to Pacific Northwest literature and poetry, perhaps most notably the archives of William Stafford. Other areas of strength include the history of Oregon and Portland, war and pacifism, gender studies, East Asia, and one of the nation's most complete sets of literature about the Lewis & Clark expedition. Many of the special collections are digitized and [accessible](#) on the web. The library also hosts born-digital collections of unique materials including [Oregon Poetic Voices](#) and [access Ceramics](#), and [Vietnamese Portland](#), a community archive project for which the library has been awarded several grants. The Special Collections regularly acquires materials through purchase or donation that fit teaching needs, particularly in the humanities.

To ensure that the library resources are aligned with curricular needs, Watzek liaison librarians maintain regular contact with faculty in assigned departments. Liaisons seek requests for specific materials and consult with faculty regarding the usefulness of subscription resources such as research databases and journals. The library's Collection Development and Management Committee integrates this qualitative data with library resource usage data to make decisions regarding library expenditures. When the library must cancel subscription resources to meet budget targets, the Committee consults with affected academic departments regarding the impact of the cuts.

Outreach and Education

The library maintains a single point of service (Library Service Desk) during open hours and also monitors chat and email for incoming inquiries. The service point provides checkout of physical materials, including reserves and equipment such as laptops and noise-canceling headphones. Students and regular staff at the service desk assist patrons in acquiring materials and provide answers to directional questions. In-depth reference questions are referred to librarians.

As mentioned above, Watzek Library has [liaison librarians](#) assigned to every academic program

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in the College of Arts and Sciences and the Graduate School of Education. Liaison librarians are a primary point of contact for faculty and students needing assistance with library resources and services.

Watzek librarians assist students as they seek appropriate sources for research projects and other assignments that are part of their coursework. Librarians strive to develop information literacy skills through these interactions so that students can be successful in finding and evaluating information as their college careers progress and beyond. The library offers this support through [these means](#): librarian reference hours, email and chat reference, research consultations, and classroom instruction sessions. Despite a reduction in two research/liaison librarian positions since 2017, our numbers of instruction sessions have remained relatively steady at around 175/year and our research consultations have actually increased by 28% from 518 to 662 annually.

The library designates a librarian to each section of the College of Arts and Sciences first-year Words and Numbers seminar courses. At the discretion of teaching faculty, librarians work with these sections to introduce them to library resources and services using course-integrated assignments. In fall 2024, as part of Lewis & Clark's First Year Experience, the library will be piloting a program in which every Words section has a Library/Writing Center introduction module. Librarians also make a special effort to reach out to Bibliographic Research and Writing (BRW)-intensive courses, a required general education course that emphasizes literature searching and writing. The library offers the James J. Kopp Research Award contest to two students who submit research projects that demonstrate outstanding research and writing in the BRW-designated courses. Furthermore, Special Collections regularly hosts 30 undergraduate class sessions per year that enable students to engage with our archival and manuscript collections in ways that support the objectives of their classes.

Library Assessment and Planning

Watzek Library uses input from a number of channels to assess and update its services, technology, and resources. At least annually, the library records the [overall use](#) of physical and digital resources, interlibrary loan, research consultations, reference transactions, building usage, and other measurements. As mentioned above, usage data on specific resources is used to inform decisions on purchases and subscriptions. The library occasionally surveys users on their needs and preferences; most recently, the library conducted a survey of students in Spring 2024.

The College of Arts and Sciences Library and Educational Technology Committee is made up of four tenure-track faculty and one student as well as the library director and the director of Educational Technology. The committee provides guidance to the library administration regarding long-term planning as well as major changes to services and resources.

Watzek Library has a number of internal committees and teams. They include the Art Committee, the Collection Development and Management Committee, the Equity, Diversity,

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and Inclusion Team, and the Discovery Team, which is a joint committee with Boley Law Library. These bodies make decisions on library policies, services, and resources based on the available data and in consultation with library administration.

Through a collaborative process that involves all library functional units, Watzek Library develops an annual plan every summer to guide its work during the following academic year. A five-year plan serves as a guide for longer-term initiatives, and the library is currently entering the final year of its 2020-25 plan. The library publishes its [plans and annual reports](#) on its website.

Evidence Documentation for Standard 2.H.1

Procedures for assessing adequacy of library collections:

- Please see narrative

2.I. Physical and Technology Infrastructure

2.I.1 Physical Facilities and Technology Infrastructure

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

Physical Facilities

Maintenance of the College's buildings and grounds is the responsibility of the [Department of Facilities Services](#). It defines its role as follows:

Through the efficient and effective stewardship and deployment of the College's operational and capital resources, Facilities Services endeavors to foster an active learning, teaching, and living environment. It works to provide a safe, well-maintained campus that is accessible to all. It seeks to embrace the historic character and beauty of the estate's original buildings and landscape within a physical plant that incorporates access to advanced technology and achieves the highest standards of modern construction and environmental responsibility. Its service to the campus community reflects the values, philosophy, and work ethic of a skilled and diverse workforce.

The facilities maintenance team works hard to ensure that Lewis & Clark operates smoothly. Maintenance trade staff includes a Grounds team, a Buildings team, and an Engineering team. The Grounds team is responsible for all outdoor areas, providing stewardship for campus trees, landscaped beds, turf, and parking lots. The Buildings team cares for all building structural and envelope systems, to include roofs, facades, windows, and all interior finishes. The Engineering team has responsibility for mechanical, electrical, and plumbing systems, ensuring buildings are appropriately heated or cooled, that hot water for hygiene is consistently available, and spaces

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are properly lit. All facilities assets and equipment are inventoried and managed with a maintenance management software that issues both reactive and preventive scheduled maintenance work orders to keep systems in best operational condition. The primary focus of all trades is on preventive maintenance to reduce systems down time and extend useful life. Specific focus on predictive maintenance for heating, ventilation, and air conditioning systems ensures they are operating sustainably, efficiently, and without disruption to programing.

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

The purchase and disposal of hazardous chemical, and biological materials are monitored and managed by the Occupational Health and Safety Officer in accordance with policies regulating the [Hazardous Waste Program](#) and the [Chemical Hygiene Plan](#). Radioisotopes are no longer utilized in instructional programs at the College. The College is recognized by the State of Oregon Department of Environmental Quality as a small quantity generator of hazardous materials.

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

The college is required to update its TDMP master plan document at regular intervals. The current plan was approved in 2019. Representatives from neighborhood associations and committees are invited to join the process.

The College's current [Facilities Master Plan](#) was approved by the Board of Trustees in February 2018. The plan was developed via a comprehensive process that included opportunities for the campus community to provide input on planning and prioritization. Since adoption of the master plan, campus improvement projects have referred to identified priorities. Most significantly, the College has made incremental progress toward the "Heart of the Campus" concept developed in the plan. The renovation of Fowler Student Center (formerly Templeton), renovation of Stewart & Odell residence halls and addition of a new, adjacent Campus Living Office, elimination of commuter vehicle traffic and development of a pedestrian way between these sites, and the development of the Graduate Commons are all examples of progress bringing the plan to life.

Information Technology

[Information Technology](#) provides extensive support for the academic mission and educational

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activities of the College. The utilization of technology allows our community to work on campus, locally, nationally, and internationally. The technology infrastructure is constantly changing to meet growing demands while also requiring new security measures to keep our data secure, all while balancing the academic need for a more fluid, open, and accessible environment. It is in this spirit that we plan, guide, and implement various technologies throughout our campus ecosystems.

The College has fiber optic cable to each building on our three campuses, providing a robust Ethernet Local Area Network (LAN) backbone structure. The College has been regularly increasing its internet bandwidth and is finalizing an updated fiber backbone that can support up to 100Gps throughout campus for internal traffic and a snappy 10Gbps connection to the outside world. Currently, we have two Internet Service Providers that provide redundant internet connections and are set up to fail over should the primary stop working to make our network highly available. The large increase in internet bandwidth has been necessary to satisfy the expanding academic, administrative, hybrid and remote demands of students, faculty, staff, and others. Lewis & Clark continues to maintain and upgrade its wireless network capabilities and currently has wireless network capabilities in all academic, administrative, and resident hall spaces.

The College's data center and critical servers are mostly virtualized on redundant hardware with ongoing maintenance and under an approximate five-year replacement cycle (as infrastructure equipment varies, so does the length of the cycle at times). Data is replicated on site with a secondary NAS (Network Attached Storage) active on the Law School campus as well as sent off site to a third party hosted backup/recovery solution. Our data is backed up with technology to prevent unauthorized access, with features specifically designed to thwart ransomware attempts as well as other known attacks. In terms of physical security measures, our climate-controlled data center is locked with limited and logged card access and is equipped with operational safety features such as automatic fire suppression and a backup supply for power.

Given the importance of securing our data, we also employ a number of security measures, including a requirement to use multi-factor authentication (MFA) for remote access, endpoint protection and monitoring on all servers and college owned equipment, and single-sign-on to help facilitate access to our platforms. We have mandatory security awareness training that all faculty and staff need to complete yearly and have established secure methods for sensitive areas such as student affairs, advising, health and counseling, and faculty themselves to connect with students in virtual or hybrid situations.

Faculty and staff are issued computers that are typically replaced on a six-year cycle. Computers are maintained by Information Technology (IT) staff and include our standard set of software and security. Over 90% of classrooms are equipped with a consistent digital technology stack, including an overhead and mounted projector, computer, media players, and control system for consistency and ease of use. In 2018 we adopted a five-year replacement cycle for all of our

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classroom equipment, which continues to keep our equipment modern and in working order. Given a recent investment in a new fiber network backbone, we are looking to move classroom technology to IP-based solutions, thereby eliminating the need to maintain our separate AV infrastructure connecting all of our classrooms. Not only will this eliminate costs that can be applied more directly to supporting student needs, but also it will fit into our new reality of the demands for both hybrid and remote instruction. Our classrooms are supported by the IT Service desk with a special phone number to ensure they receive immediate attention. With technology monitoring our classroom computers, IT is often aware of issues either prior to or during the class itself and can proactively send help or direct the faculty to another venue.

The College of Arts and Sciences has two mobile computer labs available for classes, labs, and lectures. We also have a virtual lab, making workstations available to those unable to be on campus. These labs are available for use by faculty for instruction and utilized by Information Technology for training workshops and seminars. There is also a general computer lab available in the Watzek Library (both Windows and Macintosh computers) available to students during the library hours of operation. The Graduate School has a computer classroom on the South Campus that also doubles as a lab for students. The Law School has two computer labs and a general-purpose area with desktop computers, as well as a teaching lab with 15 computers. Finally, there are a number of special purpose labs, including the Human Computer Interaction Lab, graphic arts lab, and the computer science lab. These labs are maintained in partnership between Information Technology, departmental lab managers, and/or faculty.

IT staff offer workshops and seminars to faculty, staff, and students on various software applications. In May of each year, the Educational Technology department hosts a weeklong Faculty Technology Institute for faculty from all three schools, providing workshops on various opportunities for integrating technology into teaching and learning. In the fall they also host a Faculty Technology showcase, where faculty and staff present pedagogically sound practices they have used for research or in their own classrooms. In partnership with the Library, our Educational Technology staff offer a full line of programmatic support during the course of a year, including bringing guest speakers on relevant topics, providing grant opportunities for student research using technology, and assisting both faculty and students in finding ways to incorporate appropriate technology in their endeavors. Other outcomes from these collaborations include support for our learning management system and, via our partnership with the library, providing guidance and technology to meet ADA needs and ensure proper accessibility features are in place to support learners who may need additional support. The LMS tools utilized by the three schools are reviewed to ensure they are ADA compliant.

The IT Service Desk is a one-stop place to get help with technology and is available to faculty, staff, and students during regular working hours. Managed by professional staff and staffed by student workers, the Service Desk provides basic troubleshooting to clients who call in, chat, email a request for help, or who bring in their devices for advice or assistance. There is a ticketing system for assigning and following up on requests that need resolution by qualified IT staff when the call or email inquiry cannot be solved over the phone or in person quickly.

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Students and staff can also check out equipment for use, including laptops, tablets, cameras, speakers, virtual reality headsets, and more. Our student workers are trained by our staff and use a badging system to track skills gained. As they acquire more skills and knowledge, they move up through tiers that have greater responsibility and higher pay. Upon graduation, we help students turn these skills into resumes and cover letters, which gives them an added benefit as they enter the workforce.

Information Technology has two main avenues for receiving input and assistance with prioritization for technology acquisition and deployment. Our main source of planning and allocation comes from our IT Governance Committee, which is led by the CFO/VP operations, supported by the CIO, and allows our executives to understand, approve, and prioritize large technology initiatives and IT investment priorities. This governance process helps align our Capital and Operational funding toward the pending and current needs of the institution as a whole and provides a fair and transparent process for technology projects to come to fruition. Reporting to that committee are other committees with specific responsibilities, such as our Data Stewards who tackle issues around data policies and practices and our Administrator Committee which pulls in all of the various staff outside of IT to educate on best practices and other guidance. Information security is now included within each of these committees instead of standing alone. Policy and major decisions are led by IT Governance, are also highly relevant for other groups, and are included in both makeup and charge.

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

Combined, these two vehicles help Lewis & Clark to better provide direction for Information Technology planning, deployment and prioritization in ways that support our mission and enable our continued success. They help align our technology expenditures with current and future demands in the classroom, faculty and student research, and an administration faced with ever-growing pressures on available resources. This form of governance has proven effective in staying on top of issues that were getting lost, ignored, or missing from the older model of mapping out a stand-alone five-year IT Strategic plan. As technology becomes more distributed, our IT staff need to become partners with groups outside our department and work to support the College's overall strategic planning process that has any technology component. This allows us to be more nimble with our limited resources and ensure they are appropriately allocated to the most important needs, with oversight and governance to help guide our efforts.

IT staff also host or support multiple cross-functional committees designed to foster

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communication between various parts of the Lewis & Clark administration, academic departments and faculty, and students. All of these engagements help support an environment where technology can be seen as an enabling force and not an obstacle or wasted resource.

Evidence Documentation for Standard 2.I.1
Facilities master plan, including, 1) Equipment replacement policies/ procedures, and 2) Procedures for assessing sufficiency of physical facilities: <ul style="list-style-type: none">● L&C Facilities Master Plan● L&C Transportation Demand Management Plan● Conditional Use Master Plan (retired)
Policies/procedures for the use, storage, and disposal of hazardous waste: <ul style="list-style-type: none">● Hazardous Communication Program● Chemical Hygiene Plan
Technology master plan and planning processes: <ul style="list-style-type: none">● Please see narrative
Technology/equipment update and replacement plan: <ul style="list-style-type: none">● Please see narrative

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Moving Forward

The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness.

Lewis & Clark College is looking forward to an active and productive year in 2024-25 and will likely have significant new information to share by the end of the Year Seven review.

As mentioned throughout this report, we are nearing the end of a [strategic planning process](#) that is expected to culminate in approval by the Board of Trustees in October 2024 of new strategic imperatives that will guide our focus and investments in the years to come. Our approach to strategic planning this year has been on a dynamic planning process that is nimble, opportunistic and future-focused, with a goal of enhancing our competitive position, rather than development of a lengthy, static and operations-focused strategic plan. The areas most likely to emerge from this process as key opportunities for Lewis & Clark are:

- (1) a focus on developing leaders to address climate change and the erosion of civic engagement, as well as to pursue a more just society with a focus on addressing inequities in education, the law, mental health care, and global health,
- (2) scaling our impact in Portland and the region, while increasing learning opportunities through new or enhanced community partnerships, and
- (3) reimagining our approach to career preparation, assuring that every student in all three schools has regular exposure and structured access to intentional, substantial, and immersive experiential learning opportunities (such as internships, externships, practica, on-campus work and service, research opportunities, and study abroad programs that foster career-applicable skills).

As we finalize these imperatives, we are working to ensure that each is developed with diversity, equity and inclusion priorities in mind: reflecting a collaboration of perspectives, voices and input; using best practices and strategies to meet the needs of a diverse student body; including diversity, equity and inclusion measures of assessment and evaluation; and accounting for the ways these priorities are reflected in investments in specific resources and outcomes.

At the same time, the campus has been working on [a revised mission](#) statement that is fully reflective of who we are today and of the collective strengths of the three schools. We anticipate that the Board of Trustees will approve a new mission statement at the same time that it approves the new strategic imperatives.

Following the adoption of a revised mission statement and strategic imperatives, we will return to the [Big Ideas submissions](#) from the campus to finalize and implement initiatives that will help us achieve our strategic imperatives. The imperatives will also serve as the backbone of our

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next major philanthropic campaign, which will be the most ambitious in our institution's history.

By identifying specific areas of focus and investment for the institution in the coming years, these imperatives lay the groundwork for us to achieve mission fulfillment and institutional effectiveness. These are the things we must do differently or with greater scope and intensity. They are, however, only a portion of what we will achieve:

- We will continue to do the things we have long done well: in-person teaching, mentoring, research and scholarship, creative endeavors, distinctive overseas study, professional education, and more.
- We will continue to focus on improving key metrics of student success, such as graduation rates, retention rates, social mobility (e.g. increasing enrollment and graduation rates of students awarded Pell Grants), bar exam passage, career placement, and similar measures of student outcomes.
- We will continue and expand investments in our physical infrastructure, as guided by the [campus facilities plan](#).
- We will sharpen and better promote our institutional brand. Enhancing our overall reputation will help us better achieve all of our imperatives and objectives, including increased student enrollment and retention, as well as external influence and fundraising.

On a final note, we have also engaged the community in a process considering the mascot of the College. The "Pioneers" mascot was adopted by students in the 1940s, but seems to no longer capture the spirit or attention of students. A survey about the College's mascot was completed by over 7,000 students, faculty, staff, and alumni earlier in 2024; we utilized the Community Dialogues process to conduct over 40 small-group discussions about the mascot; a steering committee has prepared a report and recommendations to the president; and we are now preparing for the next stages of this discussion over the course of the coming academic year, ultimately leading to a decision about whether to change our mascot and, if so, to identify its replacement. This process is yet another example of self-reflection and community engagement that will strengthen Lewis & Clark into the future.

All of these efforts are part of our greater commitment to the students who attend Lewis & Clark College to ensure we are effectively carrying out our mission and providing them with a rich and meaningful educational experience.