

Report from the Planning Task Force

April 27, 2006

**Lewis & Clark College
Portland, Oregon**

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Introduction

In September 2005, President Thomas J. Hochstettler instituted a strategic planning process for Lewis & Clark College by drafting “A White Paper on Strategic Thinking.” In that document he described the College as “...poised to break through into the first rank of American institutions of liberal learning.” In his white paper, the president asked for “...a report representing a broad consensus, to the extent that consensus is possible in so complex an institution, concerning our long-term priorities, which in turn will serve as a touchstone for shaping our initiatives and actions in the years ahead.”

Since the Task Force was created, we have worked intensively to identify those improvements – both major and more modest ones – that in our judgment would bring about truly significant benefits. Our work has been particularly challenging in that we were asked to represent the College as a whole, not just the single school that each of us was accustomed to calling our home. We believe that this effort is the first College-wide planning process to take place in over 20 years.

Background on the Planning Process

When the planning process began in September 2005, President Hochstettler assembled a group of 31 faculty, staff, students, and alumni of the College of Arts and Sciences, the Law School, and the Graduate School of Education and Counseling, and several members of the Board of Trustees. The Task Force identified five key areas to examine: the academic programs, the student body, student life, institutional structures and processes, and core values. We divided ourselves into these five subgroups, each of which invited additional faculty, staff, students, and/or alumni to aid its work. Subgroups interviewed key individuals throughout the College, gathered data on Lewis & Clark College and some of its peer institutions, and read reports prepared over the last several years by internal committees and task forces on a wide variety of issues. The Task Force held many community fora for staff, students, and faculty of each of the three schools to solicit their thoughts on the College’s future. These same constituencies, as well as alumni, were also given the opportunity to contribute their thoughts electronically. As we formulated tentative recommendations, we posted them on a special website and asked for feedback from all the College constituencies. We used that feedback to revise our recommendations.

We worked by consensus, with much careful listening and thoughtful debate. As the process unfolded, we acquired a new understanding of the common purposes of the three schools of Lewis & Clark College as well as of our essential differences. We forged personal and professional bonds, as is bound to happen when individuals join together to accomplish a shared purpose. In the end, each of our recommendations had the support of every Task Force member.

The time we had for our work – approximately five months – did not afford us the opportunity to do a thorough scan of the external landscape: changing demographics and changing competitive and financial realities. While we made substantial progress in this short time, we consider our work to represent the beginning of a process that must be taken up and continued by others. In some cases, further study is required before a course of action will become clear. Nevertheless, we bring forth these recommendations with confidence that their adoption will significantly advance the collective mission of Lewis & Clark College.

Overview of Lewis & Clark College

Lewis & Clark College comprises three schools: the College of Arts and Sciences, with approximately 1,900 students; the School of Law, with approximately 725 students; and the Graduate School of Education and Counseling, with approximately 700 students.

The College of Arts and Sciences

The College of Arts and Sciences (CAS) was established originally as Albany Collegiate Institute in 1867, moving to the Fir Acres campus in 1943. The CAS awards the Bachelor of Arts degree in 21 disciplinary majors and 4 interdisciplinary programs. The most commonly-elected majors are Psychology, International Affairs, English, Biology, and Sociology/Anthropology.

The liberal arts are the heart of the curriculum at the CAS. A year-long core requirement for first-year students introduces them to shared intellectual exploration and to individual pathways of discovery, while also sharpening their skills in writing, reading, reasoning, and speaking. In the first semester, faculty and students explore together a core of “great works” and their enduring questions, while seminars in the second semester consider how such questions inform today’s diverse world and how specific disciplines approach and answer them. All students, regardless of their majors, take coursework in a foreign language, in laboratory science and quantitative reasoning, in the creative arts, and in international study. In addition to departments focused on the disciplines, interdisciplinary programs are strong at the CAS, and include Biochemistry and Molecular Biology, Classical Studies, East Asian Studies, Environmental Studies, Ethnic Studies, Gender Studies, Latin American Studies, and Political Economy. Most of these programs cross two or more of the three divisions of the College of Arts and Sciences.

Teaching at the CAS is typified by small class sizes and intense student-faculty interaction inside and outside the classroom. All students have faculty advisers who help them shape their four years at the College. Some faculty members partner with their students to engage in scholarship or to produce art or performances. Student-faculty collaborative research is particularly prevalent in the natural sciences. The overseas and off-campus study program, established in the early 1960s, is a distinctive element at the CAS, with over 50% of CAS students spending one or more semesters studying overseas or off-campus. A strong environmental focus is apparent in many students’ co- and extra-curricular and academic interests. Community service is an important value at the CAS and is woven throughout the curriculum and through many students’ co- and extra-curricular activities.

Eighty percent of students at the CAS come from outside Oregon, and 6% are international students. Over the past 15 years, the CAS’s reputation and quality have increased substantially, by a variety of accepted measures. The student-faculty ratio has decreased from 15:1 to 12.6:1, and the curriculum has sharpened its focus on the liberal arts. Graduates during the last 15 years have received many national awards, including 15 Fulbright Fellowships, 15 Goldwater Fellowships, 8 National Science Foundation Graduate Research Fellowships, 7 Truman Scholarships and 6 Udall Scholarships.

The Law School

Lewis & Clark Law School is an innovative leader in legal education. Dedicated to teaching the fundamentals of the law and to pioneering its emerging fields, the School prepares legal professionals for the work of today’s world. Founded in 1884 as the state of Oregon’s law school and re-organized as a private institution in 1915, Northwestern School of Law merged

with Lewis & Clark College in 1965. Since that time, Portland's only law school has built its regional reputation for excellence into one of national prominence among schools of legal education.

Lewis & Clark Law School is distinguished in the quality of its students and in its programming. Its students come from across the nation (with over 70% of each entering class from outside Oregon) and boast median Law School Admissions Test scores and grade-point averages that rank the Law School in the top quarter of all ABA-accredited law schools in the country. Its curriculum emphasizes solid grounding in the foundations and implications of the law, providing students with the skills needed to practice in any number of fields. Through coursework and clinical and clerking opportunities, students can choose to specialize in several areas including criminal law, business law, intellectual property law, and environmental and natural resources law, often through programs that are the first of their type nationally.

The Law School began this tradition of innovative leadership in 1970 with the establishment of the nation's first environmental and natural resources law program and its first environmental law journal, *Environmental Law*. The program continues to set the standard for excellence among its counterparts and has the greatest number of full-time faculty directly involved in teaching in any such program. The program is consistently ranked number 1 or 2 in the country in U. S. News and World Report.

Lewis & Clark Law School's leadership in legal education extends to other programs as well. In 2000, the School began one of the nation's only summer programs in Indian law. The School's business law curriculum includes the only program in the country concentrating in small and emerging business law. Also on campus is the National Crime Victims Law Institute, dedicated to the study and enhancement of the crime victim's role in the criminal justice system. In addition, the Law School is home to a diverse group of legal clinics and research bodies that complement the intensive curriculum, including, among others, the Pacific Environmental Advocacy Clinic, the International Environmental Law Project, and the Community Development Law Center.

Lewis & Clark Law School offers a general J.D. degree as well as an LL.M. (Master of Laws) degree in environmental and natural resources law. J.D. students can qualify for certificates in one of five fields: Environmental and Natural Resources Law, Business Law, Tax Law, Intellectual Property Law, and Criminal Law. Graduates of the Law School are employed in a wide range of practice settings with more than 10% of the 2005 graduating class entering judicial clerkships, over 12% employed in public interest positions and over 12% assuming positions in government, including the military.

The Graduate School of Education and Counseling

The Graduate School of Education and Counseling, formed in 1984 as the Graduate School of Professional Studies, offers these degrees and programs: Master of Arts in Teaching, Master of Education (with specializations in Special Education and School Counseling), Master of Arts in Counseling Psychology, Education Specialist (a licensure program for school psychologists), and the Doctor of Education in Leadership. Building on the intellectual strengths of the liberal arts and an ethos of service to the community and society, the Graduate School has earned a reputation for offering the best programs of their kind in the area.

In 2003 the Graduate School moved from its scattered quarters on the Fir Acres campus to Rogers Hall on the South Campus. With these basic facilities and with new leadership, the Graduate School is now building on the strengths developed over the previous 20 years.

Enrollments are up, increasing numbers of talented students are coming from around the country, and new outreach programs are extending the impact of the School. The new Center for Continuing and Professional Education, the William Stafford Center, and the Oregon Center for Inquiry and Social Policy are taking shape, and a Principal's Center is continuing to support the work of public school administrators. With these arms the Graduate School is reaching out to foster healthy connections with critical communities, creating rich, new learning opportunities for students and faculty members, and nourishing sources of new vitality for its core academic programs.

Over the past two years the Graduate School faculty, staff and leadership team have worked together to create a Blueprint for the future. This Blueprint provides a vision of a school that offers transformative learning experiences and is a source of creative solutions to challenges facing our schools and communities. The Graduate School is now moving rapidly to pursue the potential articulated in the Blueprint. Creating new partnerships with the College of Arts and Sciences and the Law School will enhance the vitality of these efforts and foster new synergies in the College. Finding new funding resources to support these developments will be a central challenge. Close cooperation with others at the College and mutual support in development campaigns is now taking shape and adds promise to the future of the entire Lewis & Clark community.

The Three Schools of Lewis & Clark College and their Mutual Relationship

As these descriptions demonstrate, Lewis & Clark College comprises three schools with distinct identities and clearly-defined missions. Underlying our work as a Task Force is an affirmation of the validity of each of these distinct educational missions. We see our recommendations as providing support for the creation of an institutional environment within which each school can thrive and attain the highest aspirations of its faculty, students, staff, and alumni.

We also identified a large number of educational priorities that are shared by the three schools. Each of the three schools of Lewis & Clark College shares a respect for liberal learning. Each seeks to provide an educational experience for its students characterized by rigorous expectations within a learning environment that fosters close, individualized mentoring of students by faculty who are active scholars and leaders in their respective fields. Each school provides the means by which students may develop those academic skills essential to their personal and professional success. Each encourages students to find an appropriate balance between thought and action by combining intensive classroom-based work with encouragement of students to test and deepen their knowledge through its application to active problem-solving, service learning, and other forms of engagement with broader communities.

Through our collaborative work on the Task Force, representatives of each of the three schools have come to understand more deeply the qualities that we share, and to prize those characteristics that distinguish each school from the others. We recognize that increases in quality and reputation of each school bring tangible benefits to the others. We offer this report in that spirit of collaboration, and focus our work on recommendations that in our view promise to benefit Lewis & Clark College as a whole.

Core Values and Identity of Lewis & Clark College

Early in its work, the Task Force members recognized that Lewis & Clark College would benefit from a more sharply focused articulation of its identity and shared values. At our first meeting, we generated a list of values and themes we believed characterize Lewis & Clark College. One subgroup continued this work. They presented this list to the larger community for their reactions, first informally in a series of on- and off-campus gatherings, and eventually in a more formal survey (see appendix I, p. 35). The survey asked respondents to indicate on a scale of 1 to 5 the importance of each of 23 values and how evident each value was at the College. The survey was distributed at nearly a dozen community fora and online. Nearly 600 alumni and over 200 faculty, staff, and students from all three schools responded. The Task Force's initial, spontaneous list proved surprisingly robust. All 23 values received significant support from most constituencies. Although we invited respondents to strike out or add items to the list, almost no one did so.

The Core Values subgroup of the Task Force then grouped these 23 characteristics under five "values clusters." These five values clusters were rated as "very important" or "fairly important" by approximately 80% of each constituency we surveyed. Even though these core values have thus been substantially ratified by the Lewis & Clark College community, a few caveats are in order. First, the survey respondents represented a relatively small fraction of the on-campus community and of alumni. Second, although substantial percentages of each constituency reported "a little," "moderate," or "a great deal" of evidence of the values at Lewis & Clark College, in general the perceived implementation of the values lags somewhat behind their felt importance. The values are thus to some degree aspirational; they should serve not only as descriptors but also as a call to further implementation. Third, there is a great deal of overlap and synergy among the values. They do not exist in isolation, but are part of an integrated, holistic, and evolving picture of life at Lewis & Clark College. This articulation of our values should thus be understood as a work in progress.

Our work demonstrates that Lewis & Clark College is built on five core values:

- Intellectual rigor in a supportive environment
- Northwest heritage, expansive horizons
- A passion for global engagement
- Community engagement
- Wisdom and leadership

In the sections that follow, we address each of the core values in turn. We explain what we mean by the value. What does it consist of? What are its components and working parts? Why is it important to Lewis & Clark College? How does each contribute to the College's unique qualities?

In appendix II (see pp. 36-37), we have compiled lists of some of the specific programs, activities, and events throughout the three schools of Lewis & Clark College that demonstrate ways we implement our core values. Comparing the lists for the different values can identify possible areas of creative synergy. As the lists grow and shrink in the future, they can also serve as measurable indicators of how well we are "walking our talk" – living our values – and can thus suggest room for improvement.

Intellectual rigor in a supportive environment

Lewis & Clark College places a premium on rigorous academic expectations for our undergraduates, graduate students, and law students. Although all academic institutions surely strive for academic excellence, what distinguishes Lewis & Clark College is that our high expectations are situated in the context of a humane, supportive, nurturing, and collaborative learning environment. Our faculty members are accessible to their students and engaged with them as partners in a joint educational enterprise, both in and out of the classroom. We value original scholarship and research, educational innovation, and integration of knowledge. We seek to foster independent, critical, and creative thinking skills to provide graduates with the tools for life-long learning and citizenship.

Many “working parts” are critical to honor and implement the combined value of rigor and nurturance, and the working parts need regular maintenance. We must provide faculty with the support they need to become outstandingly effective teachers, and then expect teaching excellence and reward it. We must support and reward original research, scholarship and artistic expression by faculty and students. We need to promote and reward creative and useful innovation. We must encourage personal responsibility, accountability, compassion, and character development in all the members of our community.

Northwest heritage, expansive horizons

Our setting and the rich heritage of the Pacific Northwest shape our sense of place and purpose. At the same time, our location is a position from which to view and engage the rest of the nation and the world. This value represents our duality of outlook.

Our region is rich in history, diverse in landscape and resources, and strategic in location. We teach, study, learn, and work on the Pacific Rim, with the North American continent to the east and the rest of the world to the west. Our location influences our past, present, and future relationships with indigenous peoples, distinct cultures, the land and environment, and each other. Our heritage and surroundings compel us to explore new territories, new ideas, new ways of governing, and new models of community. This heritage can inform rich, diverse, and interdisciplinary programs of study, research, and service. The Pacific Northwest is an unparalleled learning laboratory, providing abundant resources and opportunities for exploring issues such as globalization, urban planning, urban/rural tensions, land use, resource and ecosystem management, conservation, and sustainability. Our location on the Pacific Rim fosters a breadth of vision, tolerance of difference, and a commitment to problem-solving. Our history and vantage point invite us to engage with each other and with different domestic and international cultures in search of a common purpose.

A passion for global engagement

Lewis & Clark College has both a legacy and a destiny of internationalism. Internationalism is part of our very fiber – not just a set of programs, but a point of view. Like the explorers for whom we were named, Lewis & Clark College has a passionate commitment to the discovery, exploration and understanding of the world around us. Over four decades, our virtual campus has expanded to an average of 22 countries through overseas and off-campus programs for undergraduates. Over 50% of CAS students participate in these programs, which are mostly designed and led by Lewis & Clark College faculty. Law students participate in externships abroad and serve as delegates to international environmental meetings, while Law faculty have consulted with foreign governments drafting constitutions and other legal codes. The Graduate School has ongoing eco-cultural courses in Costa Rica, courses for educational leaders in Oaxaca, Mexico, and is adding new programs in Sri Lanka.

The world also comes to Lewis & Clark College. As important as it is to seek international learning beyond our borders, we also welcome cultural diversity and diverse ideas to add richness to our on-campus perspective. International students comprise 6% of the CAS student body and an additional 6% are students who have lived for significant amounts of time in more than one country/culture. The Law School routinely admits international students to the L.L.M. program. 13% of the faculty members at CAS are foreign-born, and many others have research programs based in other countries and cultures. The Graduate School also has some foreign-born faculty. In addition, one-third of Graduate School faculty members have lived in countries outside the U.S. and over half speak at least one language in addition to English.

Not only does our location on the Pacific Rim mandate an international perspective, but the success of our graduates depends on a fundamental curiosity about other cultures, international business, and foreign diplomacy. Many graduates of the three schools go on to life and careers in the international arena.

Community engagement

Individuals at Lewis & Clark College value collegiality within and engagement with the communities to which we belong. Each of us claims membership in many “levels” of community, ranging from the very local (cohorts of incoming students, residents of a particular dormitory, members of an academic department or office) to the broadly global. Accordingly, there are variations in our attachment to and our activities within each of these levels of community.

We recognize our commitment to personal responsibility and accountability in all our actions, and to helping all members of our community to act with integrity and to develop a moral compass to guide action. We are also committed to creating a diverse community, and these commitments lead us to invest in all community members – students, staff, faculty, and alumni; to treat one another with respect; to find areas of common ground; and to both tolerate and celebrate our differences. As we live, learn, and work together, our curricular and co-curricular, professional, and social activities help us grow as people, form friendships, deepen our familiarity with the arts, engage in service to others, and learn essential lessons in tolerance, cooperation, and leadership.

On an institutional level, we take pride in our affiliation with Lewis & Clark College. Our association with this institution is what binds us together as a community, regardless of whether we teach or learn on- or off-campus or belong to the College’s large and geographically extensive alumni network. Our shared connection with the College gives us all a stake in learning more about one another and in promoting the College’s image and mission to others.

We also value engagement in life beyond Palatine Hill that involves critical and active learning, civic and artistic participation, and committed citizenship. Portland is renowned for its civic engagement, green building expertise, land use planning, high tech companies, biomedical research facilities, and arts scene. There are opportunities to become involved in outdoor recreation, artistic projects and music groups, progressive political experiments, innovative environmental policies, and many social, economic, political and community challenges. Importantly, in our globalizing world, our “community” also includes such countries as Taiwan, Sri Lanka, Niger, Qatar, Bolivia, and United Arab Emirates. Off-campus activities at all of these geographical scales add breadth and depth to classroom knowledge, and our involvement with others off campus helps us learn, builds wider communities, and enriches our lives. Our commitment to community involvement spurs all of us to think and act both locally and globally.

Wisdom and leadership

At Lewis & Clark College, we prepare students to lead full, rich lives by cultivating the intellectual and moral virtues embodied in what we will call “wisdom:” justice, compassion, integrity, self-knowledge, empathy, patience, and the value of learning for its own sake. Whether through work in the liberal arts or in the professional schools, our programs encourage the development of these fundamental qualities. In this way we prepare graduates of the College for lives of curiosity, personal growth, and continuous learning, and for the exercise of wise leadership.

We value these qualities for their intrinsic worth – for the satisfaction they bring and the ways they enrich our lives. We also value them for their ability to promote our relations with others. Wisdom gives us the means to build strong friendships, to enjoy and attend sensitively to the natural world, to raise families responsibly, and to participate with others in our local communities: in schools, workplaces, places of worship, and other settings. We also value wisdom because it prepares our students to exercise leadership. By leadership, we mean a wide variety of diverse activities that lead to the realization of a positive vision or dream. Some individuals achieve extraordinary results through their own efforts, but in many cases the kind of leadership we cultivate is that which fosters cooperation among a group of individuals to realize a common vision or goal. Effective leaders must possess values and skills that allow them to motivate and inspire others to action. It is this form of leadership that is connoted by our trailblazing forebears, Meriwether Lewis and William Clark. Wise leadership is key to achievement in the workplace and in service to community and society; wise and visionary leaders are more important today than ever before.

We strive to develop wise leadership in our faculty and staff so that they may help students learn the skills to thrive in their chosen fields and translate their ideas and passions into action. We encourage our faculty and staff to act as agents for positive change in their professions and communities, influencing others in the College and beyond.

We inculcate wisdom and leadership in our students in many ways. Rigorous academic experiences that foster independent, creative, and critical thinking provide students with intellectual resources they can draw on for their entire lives. We give our students opportunities to work collaboratively with one another and with faculty or staff, both inside and outside the classroom. We encourage participation in extracurricular and social activities and professional and community organizations that foster leadership and service. We recognize and reward entrepreneurship among all our constituencies.

Lewis & Clark’s emphasis on leadership reaches beyond the time a student spends on campus and is intended to prepare our graduates to succeed in their careers and in the communities where they root themselves. Our students leave the College better prepared to practice both personal leadership and organizational leadership in their various spheres of influence, translating their education into involvement in community and society. Our alumni spread throughout the world, lead flourishing lives, and distinguish themselves in a variety of disciplines by drawing on the values and skills they developed while on campus. Through these activities, our alumni enrich their own lives and those of others and serve as exemplars of the value of a Lewis & Clark College education.

Coda

We have organized a broad variety of values into a smaller set of important clusters. However, it would be a mistake to assume that, because these clusters are nominally distinct from each other, they are essentially unrelated. Indeed, a great virtue of the Lewis & Clark College

community is the creative tension or synergy embedded in ostensibly different values. Some of us, in our teaching, learning, work, and service, place great emphasis on the local and regional (“rich Northwest heritage”); others place greater emphasis on the global (“expansive horizons,” “a passion for global engagement”). Some of us prioritize the life of the mind (“intellectual rigor in a supportive environment,” “wisdom”), whereas others find action (“community engagement” and “leadership”) to be most important. What is special about Lewis & Clark College is that we offer a place where these values come together. Sometimes this happens in academic or co-curricular programs that draw together the local with the global, or thought with action. At other times this happens in distinct programs – even schools – that offer different emphases among these five core values, and hence collectively offer far more than they would offer separately. And for some this happens after leaving Lewis & Clark College, when these values converge to inform our work and service in global and local communities. In sum, these five core values are the mark of a plural, diverse community, and the interplay of these diverse values is one of our greatest existing and potential strengths.

Two recommendations concerning these core values

Recommendation 1: We recommend that the five core values listed below be embraced by Lewis & Clark College as central to our identity, with the understanding that we will continue to build upon, improve, and further implement these values over time.

- Intellectual rigor in a supportive environment
 - Northwest heritage, expansive horizons
 - A passion for global engagement
 - Community engagement
 - Wisdom and leadership
-

Recommendation 2: To encourage continuing development of our core values, we recommend that the leaders of the College and its three schools be charged with instigating and supporting ongoing evaluation, discussion, and enhancement of the ways we understand and act on our core values.

Six Strategic Goals and Recommendations of the Task Force

Our recommendations are all founded on the common understanding of Lewis & Clark College's core values described in the preceding section. As we present each of our specific recommendations, we provide further context by explaining our thinking about present realities and future possibilities for the College. This thinking centers on six strategic goals:

Strategic goal #1: Grow and wisely use our financial resources

Strategic goal #2: Enhance the Lewis & Clark College community

Strategic goal #3: Strengthen our academic programs

Strategic goal #4: Attract and retain a well-qualified student body

Strategic goal #5: Promote organizational effectiveness

Strategic goal #6: Improve the campus infrastructure

Some background on each of these areas and our recommendations begin on the next page.

Strategic goal #1: Grow and wisely use our financial resources

Lewis & Clark College has enjoyed substantial growth in our endowment since 1990, from \$31.9 million to \$200 million. This growth, as well as generous gifts from the College's many friends and supporters, has made possible many important initiatives over this time: increases in the size of the tenured and tenure-track faculty at the three schools from 148 to 158 and in numbers of endowed professorships from 4 to 14; the acquisition of South Campus and the renovation of Rogers Hall; the construction of Wood Hall at the Law School; the construction of Miller, Fields, and Howard buildings at the CAS; expansions of Boley and Watzek Libraries; and the construction of additional dormitory space. While significant and generous gifts permitted us to undertake these projects, substantial borrowing was necessary to complete them. The annual costs of servicing and gradually retiring this debt is within our financial ability, but prudent financial practices constrain our ability to take on additional debt.

Therefore, until we are able to increase our endowment further, new initiatives at the College must be funded by prudent management of our current operating budget. It is important that we carry out our operations in the most effective and efficient way possible. To that end, we gave considerable attention to the need for a thorough re-examination of planning and decision-making structures at the College. Maintaining and enhancing our quality, whether through new faculty, additional scholarship support, or building construction, will require more than prudent use of current funds. It will require a commitment to aggressive new growth in our endowment – a capital campaign, and a regular habit of fund-raising campaigns. For such campaigns to be maximally successful, we must reach out to alumni, Trustees, loyal supporters of the College and potential new friends with cogent reasons to maintain and increase their support for Lewis & Clark College. We must build bridges to all of our constituencies, strengthen our programs, and find new ways to tell the College's story.

Recommendation 3: We recommend that Lewis & Clark College commit to an ambitious, visionary, and aggressive capital campaign to improve and strengthen our long-term financial health and to accomplish our institutional goals and fulfill our mission.

Possible practices consistent with this recommendation:

- Plan for a capital campaign as soon as is practical following completion of the work of the Task Force.
 - Set goals for a capital campaign that prioritize the funding needs of the institution consistent with the recommendations of the Task Force and in consultation with appropriate bodies within each of the three schools, the members of the Executive Council, and the Board of Trustees.
 - Assure adequate staffing and resources within the Office of Institutional Advancement and the development offices of each school.
 - Enhance and refine our long-range budget planning consistent with our strategic direction and initiatives.
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Strategic goal #2: Enhance the Lewis & Clark College community

As we talked with members of different constituencies at the College, we found that individuals naturally identified most closely with their departments, programs, or offices. We also found that this feeling of affiliation rarely extended as broadly as it could. While students at the professional schools felt a connection with their entering cohort, their feelings of attachment to their school, and to Lewis & Clark College as a whole, could be stronger. Many Lewis & Clark faculty reported little knowledge of, and thus, for some, limited interest in, colleagues or programs outside their own schools. Staff expressed the desire for closer connections with the faculty and opportunities for greater understanding of the curriculum and its implications. They also hoped for broader knowledge of and interaction with all sectors of the College. The undergraduate students we spoke with rarely possessed what was once called “school spirit,” a visceral engagement with their college community. The members of the Planning Task Force believe that strengthening our sense of connection with one another, within and outside our normal spheres of activity, would make Lewis & Clark College a more vibrant and successful institution.

A substantially higher percentage of Lewis & Clark College’s undergraduates live off campus for one or more years (34%), compared to students at its peer institutions (median = 7%). Living off campus limits undergraduates’ inclinations and opportunities to participate in the life of the campus. Increasing the availability of on-campus housing would have significant benefits for their sense of community. For some graduate students, housing on or near campus would also be appealing, and would draw them nearer to the College. Giving students greater ownership over their living environment would help build community as well.

For staff and faculty, a stronger sense of connection can grow from feeling better informed and from greater involvement in decision-making. An important sense of connection derives from feeling confident that one’s efforts are recognized and appreciated. This recognition includes being compensated fairly and competitively. Currently, salary ranges for Lewis & Clark College staff and faculty are below the median levels among our peer institutions, and our employees struggle to meet the rising costs of housing and health care. Staff members who wish to advance professionally too frequently feel it necessary to leave the College’s employment to do so.

Most alumni who responded to our questions spoke enthusiastically about their sense of connection to Lewis & Clark College while they were students, but many expressed dissatisfaction that subsequent contacts from the College focused more or less exclusively on fundraising. Alumni expressed the desire for more opportunities – beyond monetary contributions – to be involved in the life of the College. We need to renew our attention to this vital part of our constituency.

A sense of community is intangible; we cannot create it simply by instituting new programs or offices. It grows organically from being engaged in a common purpose and from feeling a sense of shared accomplishment. Just as our external constituencies spur us to strengthen our programs and tell our story better, our internal community needs attention as well. We must nurture one another and better celebrate our individual and collective successes. We would like to see the whole community express a stronger sense of pride in their affiliation with Lewis & Clark College. We believe that one important way to create this pride is to assure that we know more about one another, knowledge that will help us share the conviction that Lewis &

Clark College provides an exceptional educational experience for CAS students, Law students, and Graduate students.

There is an additional element of community that demands our attention as well. Lewis & Clark College is fundamentally a community of learners, and we learn as much from our encounters with one another as we do from the texts we study in classrooms. As the Task Force members spoke with members of each of the College's constituencies, we heard a persistent refrain, a desire that our community better represent the diversity of the human experience. Though this diversity might sometimes challenge our preconceptions and test our tolerance, and thus make the community a less "comfortable" place, this very dis-comfort brings with it great educational benefits. It is important that Lewis & Clark College students experience a diverse intellectual community – that they live with and learn from others who have different academic and extracurricular interests, who hold different religious and political beliefs, who come from different socio-economic backgrounds and geographical locations, and who reflect a mix of racial and ethnic groups that is more representative of American society as a whole. The experience of living with and learning from a diverse faculty, staff, and student body is necessary if we are to provide our students with a strong foundation for living and working effectively in a diverse society, country, and world.

Recommendation 4: We recommend fostering opportunities for communication, cooperation, and collaboration among the three schools of Lewis & Clark College.

Increased communication across the three schools will serve to better inform all of us of the missions, programs, and characteristics of each school and of their students, faculty, staff, and alumni. We predict that greater understanding will lead to the desire to cooperate in ways that will advance our individual and collective goals. Furthermore, we expect that individual faculty, students, staff, and alumni, as well as the members of particular offices, departments, and programs, may find opportunities to actively collaborate on matters of shared interest. We encourage such collaboration, because we anticipate that it will create synergies that will strengthen the academic programs of all three schools. Thus, this recommendation is also relevant to strategic goal #3, improving our academic programs.

We believe that steps we take to foster increased communication, cooperation, and collaboration will ultimately benefit students, faculty, staff, and alumni of all three schools, and will act to further increase the quality and reputation of all three schools of Lewis & Clark College.

Recommendation 5: We recommend the development of initiatives to enhance the sense of common purpose and community among staff and faculty.

In order to achieve our mission, we must develop a sense of institutional ownership through better communication and through involvement of appropriate parties in decision-making. It is important to create spaces and opportunities for colleagues to discover each other across schools, departments, and employee classes, and for colleagues to understand and appreciate the value that each brings to our collective work. We must also take steps to develop a sense of pride in our success. Our goal is an institution in which all employees, both faculty and staff, recognize that they are central to our academic mission and to the success of our students, and who are enthusiastic about helping to create and maintain a student-centered, service-centered community of educators. Our students' interactions with faculty and staff make

impressions that last for decades after they have graduated. Achieving this result will also support strategic goal #5, promoting our organizational effectiveness.

Recommendation 6: We recommend that measures be taken to improve students' sense of belonging to the Lewis & Clark College community.

We should explore, identify, and implement creative and effective ways to build in our students a strong sense of attachment to Lewis & Clark College. A stronger sense of community would promote learning, increase student retention, and strengthen ties with our alumni. Recommendations 18, 20, and 23, under strategic goal #4, are also aimed at enhancing a sense of community among students.

Recommendation 7: We recommend that Lewis & Clark College expand and support alumni relations and services.

We should continue to build programs that recognize our alumni as central to the College's vitality. To do this, it is important to recognize that alumni are a constituency with a particular set of needs. Our goal is to foster a sense of purpose among our alumni that grows out of their continued engagement in the shared life of Lewis & Clark College. This relationship will be successful if it has reciprocal benefits. We should continue to develop programs and services that extend the relationship between the College and its alumni throughout their lives. Strong connections among alumni and the current students and staff of Lewis & Clark College help to both improve the quality and reputation of the College and to support a life that exemplifies our core values.

Recommendation 8: We recommend that Lewis & Clark College allocate resources to develop and implement strategies to improve the diversity of its students, faculty, and staff.

The experience of living with and learning from a diverse faculty, staff, and student body is necessary if we are to provide our students with a strong foundation for living and working effectively in a diverse society, country, and world. As an institution we have made some progress on this front, but much remains to be accomplished.

While Lewis & Clark College values human diversity of all kinds, including socioeconomic, geographical, international, age, religious, and political diversity, our highest priority among these should be to increase the number of students, faculty, and staff from among domestic racial/ethnic groups that have been under-represented at the College. These groups include African-Americans, Latinos/Hispanics, Native Americans, and Asian-Americans/Pacific Islanders. By "improving diversity" we mean stepping up our efforts to recruit individuals from these under-represented groups into the student body and employee ranks, but also seriously attending to creating an environment at Lewis & Clark College in which all members feel welcomed and supported.

Strategic goal #3: Strengthen our academic programs

We identified “academic rigor in a supportive environment” as a core value at Lewis & Clark College. Maintaining this value and demonstrating it require constant attention to the academic programs of the three schools. As the costs of private education increase, prospective students (and their families) must be persuaded of the value of the kind of education we provide. We must be sure that each school’s curriculum and its implementation embody academic excellence. For this to be so, we must continually reflect on our programs and on the processes we use to refine them.

Our recommendations in this area revolve around the curriculum and the faculty. Because of the institution-wide nature of the Task Force, we focused primarily on recommendations that were germane to all three schools. Attentive to the importance of distinguishing ourselves in the highly-competitive environment of higher education, we identified aspects of the three schools that have become hallmarks across Lewis & Clark College and should be maintained as such, our strengths in international and environmental scholarship and education. Additionally, at all three schools, it is important for faculty to continually grow in their roles as teachers, to engage in stimulating conversations about teaching and to become familiar with new methodologies. We also acknowledged how much of our current strength derives from the faculty’s joint roles as both transmitters and as creators of knowledge, and from the fact that we invite our students to join us in this enterprise. Part of academic excellence at all three schools comes from building a faculty of individuals who represent a diversity of social identities and intellectual and cultural experiences and perspectives. As we draw attention to these particular areas, we also recognize ongoing processes within each school to review its program and consider the implementation of possible changes. We support the work that representative bodies within each school are undertaking to examine and improve each school’s curriculum and its delivery.

We also recognize the CAS’s special numerical and historical importance at Lewis & Clark College. As a reflection of this, nearly half the members of the Planning Task Force were students, faculty, alumni, or emeriti of the CAS. Therefore we offer some recommendations specifically tailored for the CAS. Here we recognize that there are two important academic areas where current facilities are manifestly deficient and significantly challenge our ability to provide students with excellent academic experiences: the natural sciences and the performing arts. We take note of the essential educational role played by the CAS faculty in academic advising of undergraduate students. Finally, our recommendations recognize the centrality of small class size and intensive interaction between undergraduate students and faculty to delivering the quality of education we promise. As we mention this particular issue for the CAS, we also acknowledge the necessity that it be examined within each of the professional schools as well.

Unless indicated otherwise, the recommendations offered below apply to all three schools of Lewis & Clark College.

Recommendation 9: Given the contemporary concern that students be well-prepared for a broad range of experiences following the completion of their degrees, **we recommend that Lewis & Clark College cultivate, at a measurable level of excellence, those skills that lead to a life of creative, independent analysis and engagement with a diversity of fellow citizens and ideas.** Among these important skills, we include critical and analytical reasoning, quantitative analysis, effective writing and public speaking, and information literacy.

We must help our students to understand that these skills are important for many reasons. Engagement with fellow citizens includes life in the family, the workplace, the local community, religious and voluntary organizations, and the civic and political arenas. By diversity of fellow citizens, we refer to the cultural, ethnic, racial, socioeconomic, religious, and political variety of the human community. We acknowledge that disciplinary boundaries and knowledge domains taken for granted in the academy are fluid and complex in life. We should take seriously the development of clear standards of achievement for these skills and assess them by a variety of traditional and non-traditional means, which might include portfolios of graded student writing, performances, art, or other means, as appropriate to the school and the field.

Possible practices consistent with this recommendation:

- Examine and revise, where necessary, the curriculum of each school to ensure that faculty cultivate and students acquire these skills at an excellent level of proficiency.
 - Provide expanded internship, research, and “experiential learning” opportunities, and promote classroom connections between theory and practice, knowledge and skill acquisition and their application.
 - Promote and expand opportunities for cross-disciplinary education and faculty and student conversations across knowledge domains.
 - Promote and expand the intellectual and human diversity of the faculty, staff and student body.
 - Promote and expand current efforts to integrate library staff and resources more fully into the college’s academic programs.
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Recommendation 10: Given our longstanding commitment to a faculty recognized for excellent classroom instruction *and* vital contributions to the scholarly community, **we recommend that Lewis & Clark College commit resources and planning efforts to develop and sustain in all three schools a nationally recognized reciprocal teacher-scholar/artist model.**

Excellent teaching and effective learning is enlivened, informed, and exemplified by faculty scholarship. Faculty scholarly excellence is exercised in and animated by excellent classroom teaching and student engagement, and by student collaboration with faculty research, writing, and creative activity.

Possible practices consistent with this recommendation:

- Enhance financial and administrative support for faculty research and where possible student/faculty scholarly collaboration within and beyond the curriculum in all three schools.
- Honor and enhance the College-wide practice of providing time and encouragement for close faculty-student interaction.
- Enhance support for the development and implementation of effective and up-to-date teaching methods throughout the curricula of each school, via such means as workshops and conference attendance.
- Establish a teaching resource center or faculty committees on teaching, as recommended by the 2001 report of the CAS Committee on Teaching.
- Enhance support for the integration of research and classroom instruction.
- Achieve a student-faculty ratio that fosters student-faculty interaction and research collaborations.

Recommendation 11: Given our increasingly interdependent, globalized world, we recommend that all three schools of Lewis & Clark College continue to capitalize on and dedicate resources to international scholarship and education.

We have identified “Northwest heritage, expansive horizons” and “a passion for global engagement” as core values for the College; continuing to dedicate resources to the maintenance and development of international programs is consistent with these values. Lewis & Clark College has demonstrated a long-standing commitment to international programs and scholarship upon which we can build. Our current programs include the undergraduate International Affairs, East Asian and Latin American Studies majors and minors, renowned overseas programs, the enrollment of international students at the CAS and Law School, the College’s cooperative relationship with Waseda University in Japan, the Graduate School’s exchange program with educators in Costa Rica, its program of language and cultural immersion in Oaxaca, its community development initiative in Sri Lanka, the Law School’s international clinics and exchange programs, and a variety of other examples.

Possible practices consistent with this recommendation:

- Review and, where necessary, improve staffing, resource allocation, academic quality, and integration of such programs across the College.
 - Better integrate undergraduate overseas experiences with on-campus programs, curriculum, and experiences.
 - Provide more opportunities for international institutional cooperative exchange, such as the Fulbright Faculty Exchange.
 - Support collaborative efforts in international education and scholarship across the three schools.
 - Consider more rigorous requirements for language proficiency for undergraduate students.
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Recommendation 12: We recommend that all three schools of Lewis & Clark College commit to continued strength in environmental scholarship and education. Further enhancing this distinctive element of our curriculum provides opportunities for Lewis & Clark College to command national attention as an innovator in undergraduate and professional environmental programs. We also recommend weaving the college-wide concern for building healthy, vibrant human and ecological communities into all academic programs; this complex intellectual task demands the scholarly contributions of many fields.

Lewis & Clark College already has great strength in this area in all three schools, and student interest levels are high and increasing. Graduates with training in environmental studies have the potential to become leaders in communities, business, politics, science, and many other endeavors. We therefore must create, where appropriate and possible, mechanisms that support and nurture understanding and critical analysis of environmental issues.

Possible practices consistent with this recommendation:

- Support collaborative efforts in environmental education and scholarship across the three schools, where feasible and mutually beneficial, and across all three divisions of the CAS, to offer a fuller perspective on the multidimensional nature of environmental processes.
- Strengthen opportunities for students to build professional skills through connections with local and regional experts, agencies, and organizations.

- Create courses across the curriculum of each school that provide students with concepts and skills necessary for critical analysis of environmental issues.
 - Develop programmatic connections between environmental studies and international programs, e.g. through developing training and resources to support rigorous student research into environmental issues during overseas program experiences.
 - Find more ways to take full advantage of our location in Portland and the Pacific Northwest as an ideally suited urban and regional laboratory for student environmental research.
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Recommendation 13: We recommend that Lewis & Clark College promote strategic partnerships between faculty and information resources and technology professionals, to seek ways to better integrate information resources and technology into the academic pursuits of students, not only in practical ways but also in support of the values of a liberal education. Given the rapidly changing landscape of information resources and technology, students need to be prepared to find, evaluate, analyze, and use information resources as well as to locate, learn and use an abundance of technologies in their scholarship, learning and post-graduate experiences.

Possible practices consistent with this recommendation:

- Develop an understanding of how information literacy, technology fluency, spatial skills and tools (e.g. Geographical Information Systems) support the values of the liberal arts in the CAS as well as the academic goals of the professional schools.
 - Create an emerging technologies group focused on technologies that may enhance teaching, learning, scholarship, and research at Lewis & Clark College.
 - Promote and expand efforts to integrate information resources and technology professionals into the College's academic programs, diffusing Library and Information Technology into all appropriate parts of the College community.
 - Examine the physical spaces of the campus libraries to determine how they can meet the needs of 2010 and beyond.
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Recommendations 14-16 apply specifically to the College of Arts and Sciences.

Recommendation 14: Lewis & Clark College should work to lower the undergraduate student-faculty ratio from its current level of 12.6:1 to a goal closer to 11:1. We should also attempt to decrease the annual variability in this ratio. The student-faculty ratio could be addressed, for example, by modest decreases in the size of the student body or through increases in the size of the faculty in departments and programs where need for additional faculty is greatest. Greater predictability in the ratio can be achieved by continued improvements in retention and yield and through exercising more deliberate control over the makeup of entering classes.

Intensive interaction between students and faculty provides the support that undergraduates need to achieve academic success, and stimulates creativity and innovation by both students and faculty. We see it as essential to enhance this relationship, so that faculty can closely guide their students' intellectual development and provide effective advising. One way to quantify an institution's ability to support intensive mentoring is through the student-faculty ratio. In contrast to the CAS's student-faculty ratio of 12.6:1, the median student-faculty ratio among

the CAS's peer institutions¹ is 10:1, and the country's top-ranked liberal arts colleges, such as Middlebury, Pomona, Vassar, Amherst, Swarthmore, and Williams Colleges, boast student-faculty ratios of 8:1 or 9:1. An improved student-faculty ratio will allow CAS faculty to provide individualized support for their students' successes while continuing to pursue the scholarly and artistic work that has already elevated the College's profile by enriching faculty teaching and providing opportunities for students to partner with faculty in the creation of new knowledge.

Recommendation 15: We recommend that the CAS affirm its faculty's commitment to academic advising and provide increased support for CAS faculty members in their advising role.

Academic advising by members of the faculty helps students establish and direct their own academic paths at Lewis & Clark College. An intentionally defined set of academic advising responsibilities would establish effective and consistent academic advising from the time a student accepts an offer of admission to the time a student embarks on life after graduation. For example, the CAS might view meaningful conversations about the significance of a liberal arts education and the importance of identifying an academic goal as vital to establishing an advising relationship that fosters our students' autonomy and independence.

Possible practices consistent with this recommendation:

- Develop and implement a system to assess the performance of faculty as academic advisors and to reward excellent advising.
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Recommendation 16: We recommend maintaining and further enhancing undergraduate science programs at Lewis & Clark College.

Over the past 15 years, the undergraduate science programs have emerged as one of the CAS's areas of distinction. The existence of intense faculty-student interactions in classroom settings and in scholarly work, during the academic year and in the endowed summer research program, has recruited some of Lewis & Clark College's best students, allowed them to participate in cutting-edge research, and sent them to top graduate programs. It is important to sustain this level of excellence.

Students not majoring in the sciences must also be well-served. Citizens are increasingly called upon to make judgments about complex scientific and technological questions. A well-informed public must be able both to understand the scientific issues at the heart of these questions, and to critically evaluate the competing scientific arguments adduced to support particular political positions. The nation's future economic health depends heavily on its ability to sustain continued innovation and leadership in science and technology. Lewis & Clark College is in a good position both to produce graduates who are scientifically literate and to increase the fraction of undergraduates who will creatively contribute to the advancement of scientific fields.

¹ This peer group, selected in 2005 with the assistance of Jay Beaman, Director of Institutional Research, is a group of 36 schools with similar missions and roughly similar endowment sizes to Lewis & Clark College.

Possible practices consistent with this recommendation:

- Continue to attract and retain faculty who are not only excellent and committed teachers, but are also engaged in cutting-edge research in partnership with students.
 - Continue to emphasize the intense faculty-student interactions in the classroom and in research that are enriching and often transformative experiences for undergraduates.
 - Move toward even greater emphasis on up-to-date pedagogy, including hands-on investigative experiences starting from the introductory courses. It is especially important that non-science majors develop a thorough understanding of the scientific way of knowing, which they can do best through discovery-based activities, according to the most current pedagogical research.
 - Make sure our science facilities support this pedagogy and cutting-edge research in the sciences.
 - Increasingly develop interdisciplinary experiences for science majors, as this is becoming essential training for the modern scientist.
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Strategic goal #4: Attract and retain a well-qualified student body

Though we have not had time to do a thorough environmental scan, it is apparent to all in higher education that the numbers of college-bound students are in decline, and so, too, are the numbers of students bound for professional schools. In addition, short-term cyclical economic and social trends influence the numbers of applicants to law and graduate programs, and shape the abilities of families to pay for private undergraduate education. In the face of these external pressures we must continue to attract ever more academically well-prepared student applicants – those who are best able to profit from a Lewis & Clark College education, excel in our programs, and contribute to the education of their peers through the diversity of their interests and backgrounds. Many features contribute to our ability to attract student applicants, including our reputation, our location, our curriculum, the ability of our facilities to support the academic and co-curricular interests of prospective students, the quality of our faculty, staff, and students, the successes of our graduates, and the costs of the education we offer. We also acknowledge a desire and responsibility to make a Lewis & Clark College education available to more of those students whose economic circumstances might otherwise put such a possibility out of reach. An important tool for attracting the diverse and well-qualified student body we desire at all three schools is funding for scholarship support.

Once we attract a diverse and well-qualified body of students, it is important that we retain them. There are many elements contributing to a student's likelihood of persistence at Lewis & Clark College, but central among these are whether the College provides the academic excellence that we promise. Therefore, the recommendations under strategic goal #3 are important for strategic goal #4 as well. In addition, retention is affected by how well students feel they "fit" and are supported within the institution, and whether students' changing financial needs are met. Thus, student satisfaction with the non-academic aspects of their educational experience is important. For undergraduates and some graduate students, the availability of attractive housing options on or near campus is key. The presence of appealing places to gather, interact, eat, and relax can greatly enhance students' satisfaction with their environment. Student services are crucial as well. In our meetings, students at each of the three schools expressed ways the College could serve them better. Law and Graduate students wish for more information about events on the CAS campus, desire easier travel among the campuses, and seek the opportunity to participate in intramurals, club sports, or other activities. Students at the professional schools taking evening classes find the hours of operation of such offices as Financial Aid and the Cashier to be too limited for convenient access, and often have difficulty finding parking on campus. Students report long waiting periods for appointments at the Student Health and Counseling Centers. All students (as well as faculty and staff) desire and deserve service from campus offices that is friendly and service-oriented.

At the CAS, where many of the students live in on-campus housing, we heard the persistent desire among undergraduates to be given more responsibility for making decisions about matters that affect them. Though bemoaning student life is a popular hobby among undergraduates everywhere, the intensity and persistence of this issue in conversations with Lewis & Clark College undergraduates gave us cause for concern. Students who develop a strong sense of affiliation with the institution are students we will retain. To develop a stronger sense of community at Lewis & Clark College, we must examine ways for students to live together while developing autonomy, maturity, and mutual respect. Many kinds of student co-curricular and extra-curricular activities can contribute to this affiliation. Sports and recreation, broadly defined, are well-recognized contributors to community spirit, and our recommendations also address expanding recreational opportunities.

A vital part of our educational mission is launching our students into the world. We must be sure that our undergraduates leave Lewis & Clark College with a sense of direction, understanding the value of their education and feeling empowered to take the next steps in their lives. Career advising is an important part of this work. For students at the professional schools, job placement services are essential. Lewis & Clark College students who are satisfied with their education and who have been well-advised regarding the next steps of their lives are poised to become alumni who will stay engaged with the College in the future.

Unless indicated otherwise, the recommendations offered below apply to all three schools of Lewis & Clark College.

Recommendation 17: We recommend that Lewis & Clark College increase the level of endowment-funded financial support available to students of all three schools through increases in the size and number of grants and scholarships. Carefully-targeted financial support is a key means for shaping the composition of entering classes in desirable ways.

Recommendation 18: We recommend that Lewis & Clark College enhance its student services, make them more readily available to students from all three schools, and assure that they are delivered in a competent and friendly way. These services include: the Counseling Center, the Health Center, Financial Aid, Career Advising and Services Offices, Food Service, Cashier and Credit, Student Financial Services, and the Chaplaincy. This recommendation also supports strategic goal #2, to enhance the Lewis & Clark College community.

Possible practices consistent with this recommendation:

- Increasing ease of access to services through more convenient hours and locations.
 - Expanding some services to constituencies not being served. For example, the Student Success and Wellness programs currently focused on undergraduate students could provide benefits for interested Law and Graduate students.
 - Expanding services to support community diversity. For example, we should continue to support and enhance structures and services to ensure that students of all faiths and traditions have points of access in the Portland metropolitan area to spiritual and religious resources. Doing so promotes an atmosphere of openness across the College community in which the expression of an individual's faith and traditional practices are accepted and respected.
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Recommendation 19: We recommend that Lewis & Clark College review, and, where needed, take steps to assure that all three schools provide exceptionally strong, readily available and school-appropriate career advising, internship, and job placement services to current students and graduates.

Career advising and internship programming help students to find meaningful directions for their lives after graduation, and job placement services help graduates of the three schools achieve their career goals. There is a growing expectation among parents and incoming undergraduate students that Lewis & Clark College will provide an experience that prepares students for life after graduation. Such support increases the success of graduates of all three

schools. The current strengths of these offices should be maintained through continued support, and any necessary improvements should be given appropriate attention.

Recommendation 20: We recommend that, in addition to supporting traditional team-based sports, Lewis & Clark College should create more opportunities for students, staff, and faculty from all three schools to engage in a variety of athletic and physical activities.

Increased community participation in a diversity of physical activities fosters wellness and an increased appreciation for athletic events, greater school spirit, and a stronger sense of community. Some undergraduate students perceive the College as valuing traditional athletics, such as football, basketball, and baseball, to the exclusion of other activities that better fit the profile of many Lewis & Clark College students, e.g. skiing, snowboarding, rugby, lacrosse, or ultimate frisbee. Both traditional and less traditional physical activities are important to the life of the community. Providing intramural sports opportunities across the three schools would capitalize on, and strengthen, the intramural participation that currently exists, and would be an effective way to foster interaction among the three schools. This recommendation also supports strategic goal #2, to enhance the Lewis & Clark College community.

Recommendations 21-23 apply specifically to the College of Arts and Sciences

Recommendation 21: We recommend that academic preparedness and aptitude should continue to be the principal criterion in selecting entering classes of the College of Arts and Sciences.

We seek many qualities in the incoming student body, such as creativity and civic engagement. However, we should continue to make academic preparedness and aptitude the principal selection criterion. This recommendation places intellectual rigor at the center of our national and international profile, and draws upon a strong desire among all constituencies that Lewis & Clark College take its place among the highest ranked liberal arts colleges.

Recommendation 22: We recommend that the College of Arts and Sciences support and increase the admission of qualified international students. Such support should include supporting teachers to acquire skills specific to teaching English-as-a-second-language students.

Recommendation 23: We recommend the examination and implementation of mechanisms to give students from the College of Arts and Sciences an appropriate level of responsibility for decisions affecting student life.

Individuals feel more attachment to institutions and programs that they help shape. We are mindful of the tension that necessarily exists between individual rights and community responsibilities, and support the notion that residential life on campus is an ideal laboratory in which students may come to a more mature understanding of the balance between these needs. We urge continuing dialogue and exploration of these matters by the new Dean of Students and the Residence Life staff. This recommendation also supports strategic goal #2, to enhance the Lewis & Clark College community.

Strategic goal #5: Promote organizational effectiveness

One subgroup of the Task Force focused its attention on our organizational effectiveness, because we recognized at the outset of our work that improvements were needed in this area. The fact that three different schools exist in one institution creates significant organizational and administrative challenges for the institution, and over time many different administrative models have been tried. While we recognize that no structure is perfect, Lewis & Clark College has not yet arrived at a structure that works as well as it must. In the time we had available, the members of the Task Force were unable to carry out a thorough review, but it was apparent to us that there are significant improvements possible in reporting structures; budgeting processes; information-sharing; long-term planning; and employee training, evaluation, and recognition. Addressing these matters would permit us to make better decisions and would save us time and resources. Cooperation among schools is a key element of achieving financial efficiencies, and improved cooperation will require new levels of trust, which will come from improved information-sharing, greater transparency, and more consultation within and among schools.

We also considered the role that organizational effectiveness can play in promoting community. When staff and faculty are well-informed, well-trained, fairly compensated, and appropriately rewarded for outstanding performance, their motivation and loyalty grow. Both faculty and staff should be offered opportunities for professional development that will enrich their service to the College. All employees of the College should be encouraged to understand that they are a part of the College's educational community, and that their most important job is to serve the students who are at its heart. A commitment to provide this service happily and enthusiastically is a vital foundation for our educational enterprise.

Until these matters are addressed, it will be difficult to mount visionary new programs or to establish a significant sense of pride across the institution. With our new president in place, there is tremendous optimism about the future. Now is the ideal time to implement the structural and functional improvements in organizational effectiveness that will pave the way toward the undertaking of new initiatives. As part of that process, we urge an annual assessment of progress toward the strategic goals identified in this report. Furthermore, to develop and maintain a sense of optimism about the future, it is essential that the Lewis & Clark College community receive regular communication about how and when the recommendations contained in this report are being implemented.

Recommendation 24: We recommend that Lewis & Clark College carefully review its administrative and operational functions, and implement changes in organizational structure, decision-making, and planning that improve functional and financial efficiency and effectiveness and that better facilitate communication, priority setting, and resource allocation within and among the three schools. Our goal is a structure that supports decision-making processes that are effective, collaborative and consistent across the institution. Accountability for protecting and effectively using available resources should reside with all employees.

Possible practices consistent with this recommendation:

- Review current executive-level and other administrative offices across the institution. Examples include evaluating the functions and administrative roles of the offices of the President, Provost, Business, Finance, and Institutional Advancement.

- Create “working” committees or councils to assist in this endeavor. Examples could include a Deans’ Council, Administrative Operations Council, or a body focused on long-range planning.
 - Evaluate services across the three schools to improve effectiveness and efficiency, to best support our students and academic missions. Though a standard approach to such evaluation is determining whether services should be centralized or decentralized, we urge instead the examination of diverse ways to improve coordination and distribution of these services. Examples of services common to the entire institution are Information Technology, Facilities Services, Food Services, Health and Counseling services, enrollment services and Financial Aid, the Chaplaincy, Human Resources, Campus Safety and many institutional advancement and student service functions.
 - Review which expenses should be included within common services, the methodology for sharing their costs, the procedures for accessing them, and the ways their budgeting decisions are communicated, to ensure trust, transparency and fairness, as well as consistency with institutional goals.
 - Examine and evaluate the information resources/assets of the College in support of planning and decision making processes, making sure that systems are in place to maintain and provide access to accurate, up-to-date information.
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Recommendation 25: We recommend that Lewis & Clark College commit to fair and competitive compensation, provide professional development opportunities, and implement a system of performance evaluation for all employees that will serve as a positive incentive for the highest standard of performance and will allow us to retain the best faculty and staff.

Lewis & Clark College’s ability to retain and attract excellent faculty and staff is central to our ability to carry out our mission. Our institutional success relies on the quality of our human capital. It is important to recognize effective staff and faculty performance and to compensate faculty and staff adequately and fairly, at a level that will attract and retain excellent, productive, and satisfied employees. In addition, continually upgrading our knowledge and skills is central to employee retention and success as well as to our ability to best serve the institution and our students.

Possible practices consistent with this recommendation:

- Develop a compensation philosophy, set goals and develop a plan to achieve those goals; use this philosophy to significantly improve faculty and staff salaries and to improve benefits where possible.
- Develop initiatives to recruit and hire the best-qualified employees and to continually review what is necessary to maintain a working environment and compensation package that satisfies our employees’ needs.
- Facilitate and fund professional development activities for all employees. This could include support for development of faculty teaching, and for management training and skills training.
- Create effective performance management systems for staff that will promote, measure and reward excellent performance and best hold staff accountable.
- Determine whether each school will enhance its faculty review process so that it provides the greatest incentives for professional growth.

- Create a system for evaluating the success of individual administrative units or departments. Consider implementing systems that reward teamwork and collaboration and that measure the effective delivery of services to our students and our community.

Recommendation 26: We recommend the development and implementation of consistent and effective methods of institutional communication.

Members of every constituency at Lewis & Clark College report the need for improved communication. This does not necessarily mean that everyone must receive more information, but rather that we must be sure that the appropriate information reaches the right people at the right times. Such communication is necessary to inform decisions that are being made. It also must occur after decisions have been made, so that affected constituencies learn about decisions and their rationales.

Possible practices consistent with this recommendation:

- Create “working” councils (see Recommendation 24) and challenge them to facilitate effective communication.
 - Promote information sharing about activities of the Board of Trustees, through the faculty and staff representatives or via electronic means when appropriate. An example could be sharing Board meeting minutes.
 - Improve the availability of financial and other information to increase transparency, and create mechanisms for soliciting and incorporating feedback and suggestions into financial decision-making.
-

Recommendation 27: We recommend that the Office of the President undertake an annual evaluation of progress toward achieving the goals set forth in the Planning Task Force’s Report, and communicate the results of those evaluations to the Lewis & Clark College community.

Annual evaluations will help to hold appropriate parties accountable for implementing these recommendations, and communication will help the community maintain a sense of optimism about the College’s future. This recommendation also supports strategic goal #2, to enhance the Lewis & Clark College community.

Strategic goal #6: Improve the campus infrastructure

Each of the three campuses has enjoyed recent improvements in its physical facilities. On the campus of the College of Arts and Sciences, the construction of the Miller Center for the Humanities and the Fields Center for the Visual Arts, the expansion of Watzek Library, the recently-opened J. R. Howard Hall, the renovation of Albany Quadrangle, and new student housing have significantly improved the CAS's ability to offer high-quality educational and residential experiences to its students. But there remain academic areas that are urgently in need of improvement. Dramatic increases in the amount of collaborative student-faculty research and the adoption of new science pedagogy over the last 15 years have caused the natural science departments to outgrow their facilities. Lewis & Clark College has not kept pace with neighboring peer schools, including Willamette University, University of Portland, University of Puget Sound, or Reed College, all of which have renovated or built new science facilities within the last 5 years. A feasibility study for the expansion of science facilities at the CAS was completed in April 2002, but never acted upon. This is the only piece of the "priority recommendations" of the College's Master Plan that has not been completed. Though less advanced in terms of planning, a new performing arts center is also a critical need. Such a center would provide a large gathering place for performances and conferences, soundproofed rehearsal space, and other much-needed spaces, and would serve as an attractive venue that would bring the public to Lewis & Clark College for special events.

At the Law School, the 2002 completion of the Boley Law Library renovation and the addition to Wood Hall brought about significant improvements. A programming study for Phase 2 of Law School improvements was completed in 2003 and identified the need for additional office spaces for faculty, a moot court room, and auditorium space.

The acquisition of South Campus, in conjunction with a gift from the Mary Stuart Rogers Foundation, permitted renovations of the former Franciscan Renewal Center to provide classrooms and faculty and staff offices for the Graduate School of Education and Counseling and to update infrastructure; that work was completed in 2001. These spaces are insufficient for all of the Graduate School's classes and other programming. Faculty and staff at the Graduate School are eager to move forward on planning for renovation of additional spaces on South Campus to support their growing program.

Several facilities needs are germane to all three schools. On-campus student housing, though of particular value to enhancing the residential character of the CAS, is likely to be attractive to some graduate students as well, if it were designed with more mature students in mind. Such a possibility might draw more international students to these programs, and could have the effect of reducing the demand for on-campus parking spaces. Templeton Student Center does not have adequate space for all the student activities that should occur there, and does not provide as attractive or welcoming a setting as it could. Though this facility is used primarily by CAS students, the potential exists to design a center that would be attractive to students of all three schools, as well as faculty, staff, and alumni. A feasibility plan for major improvements to Templeton Center was completed in 2004; these improvements are urgently needed. At some point, replacement of the building will be necessary. Finally, parking and transportation issues continue to severely impair the quality of life at Lewis & Clark College, especially students at the Law School. The difficulty of parking discourages some students from spending more time on campus, and students parking at night face safety hazards associated with a long walk from their parking spaces to their destinations.

Regarding infrastructure needs, we identified some specific recommendations for the individual schools of Lewis & Clark College, as well as other recommendations affecting all three schools.

A. Recommendation for the CAS

Recommendation 28: We recommend that new science facilities be constructed, as they are integral to Lewis & Clark College's ability to maintain and enhance the science programs at the College of Arts and Sciences and to assure our competitiveness with other selective liberal arts colleges (see Science Facilities Expansion Feasibility Study, April 2002). It is acknowledged that the current inadequate and outdated spaces have a profoundly detrimental impact not only on the types and quality of the teaching and learning that can occur, but also on our ability to attract the best students and faculty.

B. Recommendation for the Law School

Recommendation 29: We recommend that Lewis & Clark College should pursue building plans for the Law School that included a much-needed moot court room and auditorium space as well as critically needed office space (see Phase 2 Programming Study, April 2003). The completion of Wood Hall in 2002 brought added classroom, library, and study space gracefully integrated with the Law School's natural surroundings and other structures; Phase 2 of that building project needs to be completed as well.

A moot court room is a critical component of any law school facility. Such a facility would be used by the numerous on-campus moot court programs as well as by visiting courts hearing actual cases on our campus, such as the Oregon Supreme Court, which has done so annually for over a decade. These Supreme Court arguments have, to date, been held in an inadequate classroom, with overflow student observers in a neighboring classroom.

The Law School hosts many conferences, lectures, and other public events without adequate auditorium and classroom space. Because of space constraints, these events must often be located off-campus. The Phase 2 building plan would address this critical need as well.

C. Recommendation for the Graduate School of Education and Counseling

Recommendation 30: We recommend that the planning process for meeting the current and future facilities needs of the Graduate School of Education and Counseling be supported and followed by steps toward implementation. The current physical facilities place serious limitations on the ability of the Graduate School to fulfill its mission and respond to opportunities to strengthen and expand its programs.

D. Recommendations for all three schools.

Recommendation 31: We recommend that Lewis & Clark College continue to improve and increase on-campus residential housing.

We described earlier (see strategic goal #2, p. 12) the importance of on-campus housing to supporting a strong sense of community among undergraduate students. To a lesser extent, on-campus housing accomplishes a similar aim for Law and Graduate students. We should consider the feasibility of offering a wider range of housing options, e.g. “theme” houses where students can be more independent than in dormitories. Theme houses would foster camaraderie, responsibility and identity for students who share such interests/ideals as conservation, substance-free living, environmental activism, or a foreign language. Satellite residences would still offer easy access to curricular, co-curricular and extracurricular activities.

Recommendation 32: We recommend the construction of a new performing arts center.

Such a facility would not only support rich offerings in the performing arts, but would also serve as a public space for events from across the College. It would provide a much-needed venue for lectures by visiting speakers that draw an audience from all three schools. The existence of this facility would attract high-quality artistic events to the campus and could serve as a major conference venue, thus bringing Lewis & Clark College and a wider community together, to our mutual benefit.

Recommendation 33: We recommend that Lewis & Clark College establish a Student Center that is planned and located to become a convenient and attractive resource for students, faculty, staff, and alumni from all three campuses.

A conveniently located Student Center would foster student interaction and a sense of community for all Lewis & Clark College students. It would provide a place for students from different residence halls to meet and interact, and would serve as an on-campus gathering place for Graduate students, CAS students who live off campus, and Law students, encouraging interaction among these different student groups, as well as interaction with and among faculty, staff, and returning alumni of the three schools. This center should provide a comfortable and welcoming place for all members of the community to gather, talk, relax, eat, engage in extracurricular activities, and access services. The design should reflect our commitment to environmental sustainability. A suitably designed Student Center could serve as an attractive conference location for off-campus groups and provide a modest revenue source.

Recommendation 34: We recommend continued development of increased access to the campuses of the three schools through improved parking and transportation options.

Difficulty of access to the Law School in particular discourages Law students from spending discretionary time on campus. Travel time between the campuses of the three schools promotes isolation and segregation of individuals from the three schools. Student safety is at risk when Law students need to park on the undergraduate campus and walk to and from their night

classes at the Law school. Lack of parking keeps students, alumni, and friends of the College from attending events at the College and decreases their sense of community and commitment.

Possible practices consistent with this recommendation:

- Initiate a campus shuttle service to transport students, faculty, staff, and visitors from one campus to another.
 - Construct a parking garage or additional lots with convenient and safe access to the Law School campus.
-

Conclusions and Next Steps

All of the recommendations we present in this report revolve around our desire to build a stronger community at Lewis & Clark College. We seek to attract, to support, to nurture and to take pride in all the individuals who come together here to form a community of learners and who leave the College to engage the world beyond Palatine Hill. Improving our academic strengths helps us to attract and retain strong students, staff and faculty whose work together can be mutually enriching. Assuring strong support and a rich array of co-curricular experiences for students builds their loyalty to the institution. Organizational effectiveness promotes a sense of membership in community and persuades members that their contributions make a difference; this sense of efficacy encourages them to invest their time generously. Better communication allows all of us to understand and thus share and celebrate one another's accomplishments. Suitable physical facilities promote the success of the community's activities and encourage a sense of pride in the institution as well. We see our recommendations, then, as mutually supportive, all contributing to the development of stronger bonds among the individuals within Lewis & Clark College and ultimately with the College itself.

Some of our recommendations can be implemented very soon, as their adoption requires primarily the commitment of good will and creative thinking from members of the Lewis & Clark College community. For these next steps to occur, we urge President Hochstettler to lose no time in assigning appropriate tasks to those bodies that already exist and in creating whatever new bodies are needed to continue the work we have begun. We also urge the importance of regular communication with campus constituencies about progress being made to implement each recommendation; such reports are another way to engage the community in this work and to cultivate pride in our achievements.

Some of our most important recommendations require not only good will and good ideas, but also a significant infusion of new resources. Our ability to achieve competitive levels of faculty and staff compensation, to increase racial and ethnic diversity, to improve the student-faculty ratio, to raise scholarship support, and to enhance our physical facilities will all depend heavily on our ability to persuade friends of the College, old and new, to believe in us and to support our ambitions. Again, this means building community – deepening the commitment of old friends to the College, and gathering new friends and supporters into the fold. All of us must take part in this work, which must begin with an understanding and acknowledgement of our many strengths.

Decisions about how to prioritize the recommendations that require new funds were beyond the scope of our work. Existing bodies at each school responsible for budget overview should be involved in making these decisions. For some decisions, a new body will need to be convened, one containing representatives of all three schools of the College. This further study should be part of our preparation for an upcoming capital campaign.

Lewis & Clark College alumni will be an important asset as we move forward. Alumni are by far our largest constituency and can serve as an intellectual, operational, spiritual, and economic force for strengthening the College. We need to make a serious and systematic effort to provide appropriate services to our alumni, to build a sense of community among them, and, where necessary, to renew their connection to and pride in Lewis & Clark College. That sense of pride must also become more manifest here on campus, among our faculty, staff, and students. We have much to celebrate as we move forward to an even stronger future.

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Acknowledgments

Many members of the Lewis & Clark College community participated in this process. The following people assisted with the work of the Task Force either as auxiliary members of one of the subgroups or by providing information and advice or physical, technical, or moral support.

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We wish to thank everyone who did favors for, filled in for, and/or made allowances for a member of the Planning Task Force, including all their spouses, children, colleagues, and students, so that they could do this work. Finally, we owe our gratitude to everyone who attended a forum, filled out a questionnaire, or provided feedback to our questions or tentative recommendations; you made it possible for this report to represent a community consensus.

Appendix I: Core Values Questionnaire

The questionnaire below was distributed by the Task Force to develop the core values clusters described in this report.

Please think for a few moments about the core values which should inform the common life and work of Lewis & Clark College. Please circle one score on the left and right of each line to signify the degree that you find this an important value of Lewis & Clark College and the degree to which we successfully exhibit it in our institutional life. If you have no opinion at all, please leave the whole line blank.

Circle your constituency: **staff** **Law fac** **Law student** **Grad fac** **Grad student** **CAS fac** **CAS student**

Question category	How important is this value?				Core Values	how much in evidence at L&C?				
	Not important	A little important	Fairly important	Very Important		No evidence at L&C	A little evidence	Moderate evidence	A great deal of evidence	
Faculty role	1.	A	B	C	D	Educational Innovation	A	B	C	D
	2.	A	B	C	D	Intellectual rigor in a supportive atmosphere	A	B	C	D
	3.	A	B	C	D	Teaching excellence	A	B	C	D
	4.	A	B	C	D	Original scholarship / research	A	B	C	D
Community process	5.	A	B	C	D	Significant membership in community	A	B	C	D
	6.	A	B	C	D	Investment in people (faculty, staff, students)	A	B	C	D
	7.	A	B	C	D	Rich artistic environment	A	B	C	D
	8.	A	B	C	D	Rich cocurricular experience	A	B	C	D
Academic outcome	9.	A	B	C	D	Independent thinking skills	A	B	C	D
	10.	A	B	C	D	Critical thinking skills	A	B	C	D
	11.	A	B	C	D	Creative thinking skills	A	B	C	D
	12.	A	B	C	D	Integration of knowledge	A	B	C	D
	13.	A	B	C	D	Life-long learning and character development	A	B	C	D
Career/ Leadership outcome	14.	A	B	C	D	Career Skills	A	B	C	D
	15.	A	B	C	D	Leadership skills	A	B	C	D
Civic-engagement outcome	16.	A	B	C	D	Collegiality / mutual respect	A	B	C	D
	17.	A	B	C	D	Community engagement/responsibility	A	B	C	D
	18.	A	B	C	D	Environmental leadership and responsibility	A	B	C	D
	19.	A	B	C	D	Moral compass/ conscience/ integrity	A	B	C	D
	20.	A	B	C	D	Personal responsibility /accountability	A	B	C	D
Cross-cultural competency outcome	21.	A	B	C	D	Commitment to diversity	A	B	C	D
	22.	A	B	C	D	Global citizenship / International character	A	B	C	D
	23.	A	B	C	D	Local sense of place/ NW values	A	B	C	D

If you would like to add an essential value, please do so below.

Please return to: Paulette Bierzychudek, MSC 53, Lewis & Clark College.

Appendix II: Implementation of our Core Values

In this appendix we provide a partial list of the ways that our core values are expressed and implemented at Lewis & Clark College.

Academic rigor in a supportive environment

- Robert B. Pamplin, Jr. Society of Fellows (undergraduate honor society, est. 1993)
- Cornelius Honor Society (Law School)
- Phi Beta Kappa (national undergraduate honor society, Lewis & Clark College chapter est. 1998)
- Many student academic awards
- Student Academic Affairs Board at the CAS
- Teaching awards
- Faculty accessibility to students
- Student counseling services and other student support services
- Incentives for research and scholarship
- Junior leave program at the CAS
- Joint student/faculty research, scholarship, and publishing
- A knowledgeable and committed library staff
- A rich schedule of intellectual, arts, social, and spiritual events on campus, including lectures, debates on current social issues, academic conferences and symposia

Northwest heritage, expansive horizons

- Environmental Studies program at the CAS
- Environmental Affairs Symposium
- College Outdoors
- Student service organizations
- Oregon Center for Inquiry and Social Innovation
- Northwest Indian Education Project
- Indian Summer law program
- Native American Law Students Association
- Environmental and Natural Resources Law
- Pacific Environmental Advocacy Center
- International Environmental Law Project
- Natural Resources Law Institute
- Kitzhaber Center for Natural Resource Policy
- Environmental Summer law program
- Overseas program
- Kyoto Protocol compliance
- International Talloires Declaration of Sustainability
- Green building practices and awards
- Lewis and Clark Corps of Discovery Bicentennial programs

A passion for global engagement

- College overseas programs
- International Fair
- International student program
- International student support services
- Third Culture Kids Advisory Board
- International Environmental Law Program

- Law school exchanges with Brazil and Latvia
- Graduate school Sri Lanka program
- CAS departments/programs in East Asian Studies, International Affairs, Latin American Studies
- International law offerings
- International CAS students, international LLM students, visiting international scholars and faculty
- All undergraduates take 3 semesters of a foreign language
- Kyoto Protocol compliance
- International alumni chapters
- Alumni leaders in U.S. diplomatic posts and foreign governments

Community engagement

- Student government
- Student newspapers
- Self governance and community standards expressed in student, faculty, and staff handbooks
- Rich co-curricular experiences, including arts, music, recreation, athletics, and lecture series
- Academic conferences
- Social events
- International Affairs Symposium
- Gender Studies Symposium
- College Outdoors
- Internship and externship programs
- Programs of the Agnes Flanagan Chapel Office
- Paul Barney award for contributions to campus life (CAS)

Wisdom and leadership

- Pamplin Fellows
- Public Interest Law Project
- On campus clubs and organizations
- Faculty and student publications
- Green building awards
- Nationally recognized programs
- National awards for students and faculty
- Accomplishments of alumni