



Pitzer College

INTERIM REPORT

Submitted to the Western Association of Schools and Colleges
Senior College and University Commission

June 15, 2022

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Report Submission Date: **June 15, 2022**

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Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

Following the departure of Pitzer College's accreditation liaison officer (ALO) and director of institutional research in January 2022, Jim Marchant, a long-time administrator at the College with experience in multiple areas, was appointed as the interim ALO and tasked with leading the effort to complete and submit this report.

Marchant met with Vice President for Academic Affairs and Dean of Faculty Allen Omoto on a bi-weekly basis throughout the spring 2022 semester to discuss and develop an outline regarding the issues identified by the Commission. Three other Pitzer colleagues (listed below) joined these meetings later in the semester and provided valuable input and feedback throughout the preparation of the report.

Concurrently, senior leadership at the College discussed the report, particularly the connections and relationship between the identified issues and Pitzer's strategic plan, on several occasions in spring 2022. Every member of the President's cabinet was asked to provide information from their respective area to help inform responses to the issues in the report.

Throughout the semester Marchant reached out to key faculty and other administrators requesting information and materials for the report. These individuals, and three standing committees (all listed below), provided valuable information, data, and other content that were subsequently organized and described in narrative form by Marchant and Omoto primarily.

Regular updates were provided to President Oliver, and occasional updates were made to Board Chair Donald Gould, and subsequently to incoming Interim President Jill Klein. During the spring semester Marchant reached out to the Budget Implementation Committee and to the Chair of the Academic Planning Committee about the report. Omoto and Marchant met with the Faculty Executive Committee (FEC) in early May to share information regarding responses to the identified issues and progress on the report. FEC members provided feedback and suggestions at that time.

The working group convened weekly in May and collaborated closely to prepare the report until it was submitted in mid-June.

The following individuals served as the working group and primary contributors to the report:

- Jim Marchant, Vice President for Strategic Initiatives & Community Relations, Interim ALO
- Allen Omoto, Vice President for Academic Affairs and Dean of Faculty
- Shelva Paulse, Assistant Dean of Faculty
- Leeshawn Cradoc Moore, Director of Institutional Research and Assessment, Incoming ALO
- Elisa Alban, Executive Director of Operations

Additional information and data for this report were provided by:

- Professor Sarah Gilman, First-Year Seminar Director
- Professor Phil Zuckerman, Associate Dean of Faculty
- Professor Adrian Pantoja, Associate Dean of Faculty, Director of Racial Justice Initiative
- Professor Tessa Hicks Peterson, Assistant Vice President of Community Engagement
- Laura Troendle, Chief Operating Officer and Treasurer
- Pamela Mader, Assistant Vice President of Finance
- Sandra Vasquez, Vice President for Student Affairs
- Brad Tharpe, Director of Career Services
- Vincent Greer, Assistant Vice President and Dean of Students
- Kimberly Shiner, Vice President for College Advancement & Communications
- Brandon Kyle, Executive Director of Alumni and Family Engagement and Annual Giving
- Tricia Morgan, Managing Director of the Community Engagement Center
- Professor Andrea Scott, Director of the Writing Center, Faculty-in-Residence
- Professor Susan Philips, Associate Dean of Faculty, Director of the Robert Redford Conservancy for Southern California Sustainability
- Professor Nigel Boyle, Director of the Institute for Global Local Action and Study
- Susan Warmbrunn, Director of Storytelling
- Marco Antonio Cruz, former ALO and Director of Institutional Research and Assessment
- Academic Planning Committee – includes primarily faculty and student representatives
- Budget Implementation Committee – includes faculty, staff, and student representatives

Pitzer's Faculty Executive Committee was consulted and advised on this report. President Melvin L. Oliver, Interim President Jill Klein (2022-23), and Board of Trustees Chair Donald Gould were also consulted.

List of Topics Addressed in this Report

The following topics are referenced in this report: teaching and learning; student support; faculty hiring and development; diversity, equity, and inclusion; community engagement; assessment; budgeting and financial planning; presidential transition and search; racial justice; strategic planning, justice education; first-year seminars; writing; science education and facilities; technology; pedagogy; academic support; admissions; co-curricular programming; retention and graduation rates; campus climate; academic planning; alumni engagement, philanthropy, and campaign planning. Information about Pitzer's response to the pandemic, and the impact on student enrollment and finances, is also included in this report.

A significant segment of the report provides Pitzer College's response to the issues identified by WSCUC in its formal notification and official record of action of July 2019. Each issue is closely aligned with one or more strategic goal developed by the Pitzer community in a college-wide planning process that took place during the 2018-19 academic year. The institutional strategic goal that is most closely connected is noted after each issue below:

1. Engage in dialogue to improve shared governance, enhance communication, and build greater trust in decision-making among board, administration, faculty, staff, and students. (Aligns with strategic goal to Optimize Planning & Decision-Making.)
2. Create a realistic model for re-allocating funds to the highest academic priorities. (Aligns with strategic goal to Enhance Academic Resources & Support)
3. Continue timely progress on completion of the institution's strategic plan and implementation of priorities. (Aligns with strategic goal to Optimize Planning & Decision-Making)
4. Re-examine the budget implementation committee structure and role in order to improve the process for developing the annual operating budget. (Aligns with strategic goal to Secure Financial Sustainability)
5. Strengthen experience and sense of belonging throughout the student lifecycle. (Aligns with strategic goal to Build a Thriving Community)
6. Develop a holistic advising system, in particular for students from under-represented groups, which considers equity in workload for faculty. (Aligns with strategic goal to Build a Thriving Community)
7. Revise program review process to better align it with the interdisciplinary nature of the field groups and collaborations. (Aligns with strategic goal to Enhance Academic Resources & Support)
8. Build a stronger culture of philanthropy, alumni engagement, and make necessary investments to ensure success of a future comprehensive campaign. (Aligns with strategic goal to Secure Financial Sustainability)
9. Foster a data-informed culture to ensure best practices, including assessment of core competencies, educational objectives, majors, and student outcomes. (Aligns with strategic goal to Optimize Planning & Decision-Making)

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

Founded in 1963, Pitzer College is a liberal arts and sciences college located in Claremont, California. The College was first accredited in 1965 and emphasizes social justice, environmental sustainability, and interdisciplinary studies across the arts, humanities, social, behavioral, natural, and physical sciences. Pitzer is a member of The Claremont Colleges – a consortium of five undergraduate colleges and two graduate institutions. The contiguous campuses share numerous programs and facilities, including an intercollegiate library, student health and counseling services, a book store, ethnic student centers, and campus security, among others.

Pitzer College's mission is to “produce engaged, socially responsible citizens of the world through an academically rigorous, interdisciplinary liberal arts education emphasizing social justice, intercultural understanding and environmental sensitivity.”

The meaningful participation of students, faculty and staff in college governance and academic program design has been important to the College since its founding. All tenure track faculty are assigned governance committee service, there is an active and elected student senate, and also a staff governance council. Five core values distinguish Pitzer's approach to education: social responsibility, intercultural understanding, interdisciplinary learning, student engagement, and environmental sustainability.

Pitzer's campus in suburban Claremont, approximately 30 miles east of Los Angeles, encompasses 33 acres. One of the College's signature programs is the Robert Redford Conservancy for Southern California Sustainability, which is located adjacent to a biological field station collectively operated by The Claremont Colleges, a short walk from the Pitzer campus. Additionally, the Firestone Center for Restoration Ecology, situated within a 150-acre biological preserve in Costa Rica, is owned by Pitzer and hosts programs in science, language, and international studies curricula for students studying abroad in the summer and during the academic year. The College also operates a program site in nearby Ontario, California - a space

that is utilized by community-based organizations and is the site of cooperative educational and social advocacy programs between Pitzer students, community members, and organizations.

Pandemic Impact:

Like nearly every other college and university, Pitzer College was impacted by the COVID-19 pandemic in a myriad of ways. Perhaps most significantly was the shift from a residential campus to a completely remote learning environment in March 2020. Pitzer and the other Claremont Colleges sent the vast majority of students home for the remainder of the spring 2020 semester in an effort to minimize the spread of COVID-19 on campus. Despite considerable interest and effort to resume in-person learning as soon as possible, for public health reasons, The Claremont Colleges continued with remote teaching and learning for the entire 2020-21 academic year.

Early on in the pandemic, President Oliver established the COVID-19 Task Force comprised of faculty members, students, staff representatives, and senior administrators to collect information and help develop policies and practices to keep the Pitzer community healthy, safe, and well-informed about the College's plans and protocols. An external health care consultant was engaged (Hamilton Health Box) and has provided ongoing medical advice, an on-site nurse, and COVID testing to help the College navigate the medical and public health issues associated with the pandemic. Collaboration with The Claremont Colleges Student Health Services (SHS) has also been critical to the College's work in this area, particularly for regular student COVID testing that was implemented during the 2021-22 academic year when students resumed taking classes and living on campus.

To determine the technology and teaching needs of Pitzer faculty early on in the pandemic, a survey was sent to all faculty at all ranks. Responses indicated that 15% of faculty required some type of assistance or resources for effective remote instruction. Several faculty requested improved Internet access, handsfree headsets, computer cameras, white boards, and various software packages. The Dean of Faculty's Office worked closely with Pitzer Information Technology (IT) to ensure these requests were promptly fulfilled to support faculty teaching.

In addition, several training sessions with groups of faculty and led by IT staff were held to introduce faculty to Zoom teaching technology and show how to more effectively use the existing learning management system. Similar online training workshops and tutorials were also

made available to students. As faculty began teaching remotely, additional needed assistance and resources were identified and provided, including home furniture, computer equipment, pedagogical workshops conducted by The Claremont Colleges Center for Teaching and Learning, and a faculty resource page co-developed and maintained by Pitzer faculty.

When the decision was made to continue with online education in the 2020-21 academic year, the Dean of Faculty vetted and hired an online educational consulting company to offer workshops and individual assistance specifically for Pitzer faculty. Finally, the Dean of Faculty's office worked with Pitzer academic support services to sponsor check-in and joint sharing meetings for faculty to continue to learn from each other and improve online teaching, and to "norm" practices and responses to student needs.

Housing, food, academic, mental health, and other support were provided to students immediately upon announcing the decision to shift to remote learning in March 2020. Housing insecure students and others who could not immediately return home (e.g., some international students) were permitted to remain in College housing and arrangements were made to deliver food to them and other students experiencing food insecurity. Additional resources, particularly for mental health support, have been provided to students over the past two years. More information about student support is included in subsequent sections of this report.

Pitzer was able to access the Higher Education Emergency Relief Fund (HEERF) to help provide additional support for students during the pandemic. Over 74% of the student grant funds were used to directly support students to help cover housing, transportation, food, and healthcare (both mental and physical) costs. With a commitment to prioritize the most vulnerable students, over 70% of the funds were allocated to support students with exceptional or high financial need. The institutional funds also helped Pitzer cover costs for COVID-19 testing.

The Dean of Faculty's Office developed student employment positions as technical assistants to assist faculty with remote education as well as provide employment and campus engagement opportunities for students. Additionally, a program was created to purchase laptops for students identified as having the greatest need during their first semester of enrollment at Pitzer to help bridge the equity gap during the pandemic. Similarly, the breadth of the existing student emergency fund was expanded and used to meet a variety of student educational and support

needs. Ongoing funding sources are being pursued to sustain these programs. That is, while many resources and support programs were initiated in response to COVID challenges, Pitzer seeks to continue many of them going forward to help facilitate student academic progress and address issues of equity.

Student enrollment was impacted by COVID-19; some new students deferred enrollment and others took leaves from the College for one or two semesters during the 2020-21 academic year. Total student enrollment in 2019-20 was 1,087 and dropped to 922 in 2020-21, a 15% reduction. In addition to tuition, room and board revenue was impacted as students did not live or eat on campus for the entire 2020-21 academic year. Despite this, Pitzer did not reduce hours or furlough any employees during this time. No faculty or staff were terminated for COVID-19 reasons, regardless of their ability to perform their duties remotely. This included all dining services and facilities staff, who were unable to work on campus for more than a year.

Teaching and learning online, concurrent with dealing with many life challenges and complications attributable to the pandemic, proved difficult and stressful for faculty, students, and support staff alike. To assist with institutional planning and assess Pitzer's educational response to COVID, a student survey was developed and administered to all enrolled students at the end of the semester in spring 2020, fall 2020, and spring 2021. Among the items in the survey, students reported on their feelings of belonging to Pitzer, their plans for future enrollment, their experiences with online learning, and the social, technological, and academic challenges they were facing. Survey results are located in the following attachments:

[Attachment A - Student Survey Institutional Response Spring 2020.](#)

[Attachment B - Student Survey Institutional Response Fall 2020,](#)

[Attachment C -Student Experiences between Spring 2020 and Spring 2021.](#)

Based on the results of these surveys as well as espoused needs of faculty and students during the fall 2020 fully online semester, the Dean of Faculty developed and implemented two initiatives focused on relieving stress and ensuring academic continuity for faculty and students. In the first initiative, and in light of reduced student enrollment, faculty who had full teaching loads for the 2020-21 academic year were provided the opportunity to teach one less class or remove themselves from compulsory service work (i.e., a committee assignment) for the year. Faculty were required to take advantage of either option before the end of the 2022-23 academic year, although as expected, the vast majority of qualifying faculty took this relief in 2020-21 or 2021-2022.

The second initiative offered Pitzer students enrolled full-time in spring 2021 to defer one of their classes until the 2021 Summer Session. This 3+1 option meant that students took three classes rather than the usual four classes in the spring semester, and then completed their fourth class in the Summer Session. In terms of equity, students on financial aid received their full funding allocation since their enrollment remained full-time. This option was a data-informed response to student concerns raised in the fall semester in which experiences of stress from taking four online classes were highlighted, as well as data from the student surveys indicating that many students were juggling family, logistical, and living situation concerns that were interfering with their academic performance. Furthermore, this 3+1 enrollment option encouraged student retention by permitting students to make expected academic progress for the year, but with more disbursed coursework; they did not have to take a leave of absence for relief. Over 65 students took advantage of this option.

Two measures the College took to help reduce institutional personnel costs in 2020-21 while the campus was operating remotely were: 1) a proportional salary reduction for employees earning over \$100,000 annually for an 11-month period beginning in July 2020, and; 2) a temporary reduction in the College's employer contribution to each employees' 403b retirement account (from 12% to 2%) for nine months beginning in September 2020. Subsequently, upon the recommendation of senior leadership and the Budget Implementation Committee, the Pitzer Board of Trustees voted to reinstate the employer's retirement contribution to the full 12% of eligible earnings for all employees as of March 31, 2022. The Board also approved a one-time special retirement plan contribution to each active Pitzer employee equal to the amount foregone in the nine months during the 2020-21 fiscal year. Across the College, this contribution totaled nearly \$1.5 million. The decision to not lay off employees or reduce salaries, particularly for the most vulnerable in the Pitzer community, was guided by the College's mission and values.

While Pitzer shifted to remote instruction for the 2020-21 academic year, resulting in a significant reduction of room-and-board revenue and a temporary decline in enrollment, tuition and fees were held flat for the year in recognition of the financial strains on some families and students. Additionally, the College was unable to host summer conferences and programs on campus, resulting in lost revenue of approximately \$850K. Thankfully, due in-part to receipt of federal COVID relief funds (HEERF), the College suffered no significant or long-term financial challenges as a result of the pandemic. When Pitzer resumed in-person learning and living on

campus in the fall of 2021, overall enrollment grew to 1,168 students, a 7.5% increase over pre-pandemic levels.

Traditional measures of student learning and success were only temporarily impacted as a result of the disruption caused by the pandemic. As some Pitzer students took temporary leaves in fall 2020 and spring 2021 due to the remote learning environment in Claremont that academic year, the College experienced a slight dip in first-to-second-year retention for the entering cohort of students in 2019 (a 12 % difference compared to previous three year average). Similarly, there was a drop in the four-year graduation rate in 2021 for the group of students who entered as first-year students in 2017 (an approximately 18% decline compared to the average of the previous three years). However, once the College resumed in-person instruction and on-campus living in 2021-22, retention and graduation rates returned to pre-pandemic levels. ([Attachment D - Pitzer Retention and Graduation Rates for Cohorts 2007-2020](#)). And, based on pre-registration information for fall 2022, Pitzer anticipates first-to-second-year retention of more than 92% this year.

Furthermore, Pitzer seniors and recent graduates were awarded more than 30 national and international fellowships over the past two years, including 14 Fulbright Fellowships (and counting) this year alone, a Watson, Ford Foundation Postdoctoral Fellowship, and a National Science Foundation Graduate Research Fellowship. Pitzer continued to be a top producer of student Fulbrights among bachelor's institutions nationally, and this spring, for the first time in Pitzer's history, a formerly incarcerated student was awarded a Fulbright.

Presidential Transition:

In February 2022, Pitzer College's sixth president, Melvin L. Oliver, announced he would be retiring at the end of June 2022. Soon after, Pitzer's Board of Trustees appointed Pitzer trustee and past Pitzer parent Jill Klein as the interim president for a term beginning in July 2022 and concluding no later than June 2023. Klein was vice chair of the Pitzer Board and previously chaired the Academic Affairs Committee of the Board. She is Executive in Residence Emeritus, Kogod School of Business and former Dean of the School of Professional & Extended Studies at American University in Washington, DC. Although serving in an interim capacity, Klein intends to be fully engaged in the life of the College during her tenure. She will work closely with the College vice presidents, faculty, staff, and student leadership to maintain the positive momentum the institution is currently experiencing. In particular, she plans to help guide the

Pitzer community through ongoing implementation of initiatives and priorities outlined in the strategic plan that was adopted by the College in 2019.

A presidential search committee and process was announced by the Board in April 2022 – with a goal of Pitzer’s seventh president being selected and commencing duties on campus by July 2023. The committee consists of representatives from across different Pitzer constituencies, including the Board of Trustees, faculty, staff, and students, and will be assisted by an external search firm. Pitzer Trustee and alumnus Thomas Brock, a nationally recognized expert on educational policy who serves as the director of Columbia University’s Community College Research Center, is the chair of the committee.

Other transitions in senior leadership at the College since the WSCUC site visit in 2019 are detailed in the section of this report titled: Identification of Other Changes and Issues Currently Facing the Institution.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue

1. Shared Governance, Communications, Trust

Engage in dialogue to improve shared governance, enhance communication, and build greater trust in decision-making among board, administration, faculty, staff, and students.

While there have been limited college-wide conversations about governance and communication, in part due to disruptions caused by the pandemic, several actions have been taken that demonstrate Pitzer's commitment to what was described in the strategic plan as "optimizing planning and decision-making at the College." In fact, the strategic planning process itself was an example of an intentional and well-coordinated effort to solicit meaningful input and garner wide-spread support for a set of common goals from all major constituencies of the Pitzer community. Support for the plan took the form of unanimous votes to approve and adopt it by the College's two main governing bodies - the College Council and the Board of Trustees - in May 2019.

Following the year-long process of developing the strategic plan, a new cabinet-level position was developed in the summer of 2019 with significant responsibility for facilitating the implementation of the College's strategic priorities. A task force was established with faculty, staff, and student representation to help identify and prioritize concrete initiatives to be carried out over the life of the plan. Regular reporting on progress during this phase of planning was shared with the Pitzer community up through the spring semester in 2020. More on the strategic plan is detailed in issue #3.

While some long-term planning work was paused during the pandemic, communication regarding the College's shift to a remote learning environment and all relevant decisions and actions to provide support to students and others in the community during an uncertain and challenging time increased dramatically and has been ongoing. In addition to almost weekly email messages to the Pitzer community regarding pandemic-related information, as well as regular updates from the president on plans and preparations to return to campus when the public health situation permitted, communication activities ramped up in general. A special website devoted to the College's efforts related to COVID-19 was developed and included a dashboard with case counts. Special virtual town halls were held with Pitzer faculty, staff, students, and parents. And regular messages were sent with updates from the College's COVID-19 Task Force.

Since its inception in the spring of 2020, the COVID-19 Task Force has worked collaboratively and tirelessly to develop policies and protocols to help keep the Pitzer community healthy, safe, and well-informed about the College's efforts and plans. This group has met almost weekly since March 2020 and has been a model of shared governance in many ways, while helping to build trust between these groups. The input from every member of the Task Force, from students to faculty – most of which transitioned each semester – has been significant and meaningful. Over the past two years, almost 20 different faculty members have rotated onto the Task Force, and six cabinet members, including President Oliver, have served on an ongoing basis. Key staff in areas including facilities, housing, dining, student health, information technology, and human resources have also contributed greatly to the work of the Task Force. The resulting interactions and collaborations among and between stakeholders at the College have been numerous and have contributed to a greater sense of respect and trust between constituencies across campus.

An activity that has helped increase understanding and build trust between faculty and the Board of Trustees has involved inviting faculty members to speak about their research and related interests at Academic Affairs Committee meetings of the Board. Since October 2019 when Professor of Psychology Norma Rodriguez spoke about The Role of Acculturative Stress in Psychological Adjustment among People of Mexican Origin, more than 20 different faculty have spoken to this group. In May 2022, a panel of three faculty members and the Dean of Keck Science engaged the trustees in a conversation about the new Pitzer/Scripps science facility and program. A complete list of these talks and panels are in [Attachment E - Academic Affairs Committee Faculty Talks and Panels](#).

On a more informal level, faculty and academic administrators are invited to and regularly attend receptions with trustees and senior leadership when they are held on campus, usually associated with board meetings and other campus-wide events. While it is difficult to measure the impact, it is clear that these personal types of interactions (even when conducted virtually) have positively contributed to stronger connections and improved good will between historically disconnected groups within the College's governance system.

Another somewhat recent development, albeit fairly issue-specific, has been regular consultation by the Chair of the Pitzer Board of Trustees with the Faculty Executive Committee (FEC) of the College. A very recent example of this involves the selection of the interim

president of the College for 2022-23 and the formation of the committee and process to undertake the search for Pitzer's seventh president. Prior to that, in spring 2020, the previous board chair was in direct communication with FEC regarding the review and contract extension of Pitzer's sixth president.

Meaningful involvement of students in the governance of the College is unique and has been a valued tradition at Pitzer since its founding. In 2020, the Princeton Review ranked Pitzer #1 for Most Politically Active Students and #5 for Most Active Student Government. However, the active participation of students in formal decision-making at the College at all levels is not without challenges at times, mostly logistical. In the past, often times students would not be able to attend regular standing committee meetings of the College due to schedule conflicts. In 2020-21, as a result of increased collaboration between Student Affairs and Academic Affairs, a new process was developed to ensure that elected and appointed student representatives would be accommodated when regular meeting times were determined each semester. While this may seem like a small and simple step, it has had the effect of increased participation by students in college governance, and it serves to be more inclusive and welcoming.

Several proposals have been put forward for modifications to College governance structures and processes intended to broaden participation and increase equity and influence in collective decision-making. Meanwhile, some proposed changes focus more on increasing efficiency and reducing redundancy. For example, two new structures have been recently proposed: an IT Advisory Committee and a Faculty Admissions Liaison Committee. As envisioned, the IT Advisory Committee would include representatives from each College constituency and would be charged with advising IT on institutional priorities, goals, timelines, and implementation plans. Meanwhile, the Faculty Admissions Liaison Committee will be piloted in the coming academic year. Its goals are to increase communication between Admissions and Pitzer faculty broadly, and to more meaningfully involve faculty in admissions and recruitment processes.

There are current proposals to increase staff voice and votes on College policies and business that could have direct impact on staff work responsibilities, and especially regarding how policies are implemented. In 2021-22, Staff Council proposed removing its bylaws from the Faculty Handbook; this proposal was eventually endorsed by the main campus governing body (i.e., College Council). This development creates greater autonomy for Staff Council because it can now make changes to its operations and structures without final approval by the faculty. It

also has the effect of elevating the status of Staff Council to be more comparable to faculty because Staff Council can function independently of the faculty voting body, including directly bringing business to full College Council and without faculty approval or input.

Meanwhile, the Faculty Executive Committee (FEC) is considering a proposal to merge two committees (specifically, Campus Life and the Teaching and Learning Committee) because of perceived duplication of some of their functions in allocating funds to support classroom and guest speakers. In addition, FEC is working on a proposal to expand the number of faculty on this body. The committee has a heavy workload and the size of the faculty is growing. It is believed that having more faculty on FEC will help lighten the workload of individual members while also better representing the breadth of faculty viewpoints on key issues the committee takes up.

Building community trust is also a high priority for senior leadership, the interim president, and key governance committees at the College. Relatedly, senior leadership at Pitzer is committed to increasing transparency and accountability in decision-making. Doing so in practice has involved extensive pre-decision consultation with governance committees and different campus constituencies on emerging issues, policies, and even in the implementation of some practices (such as building the budget, as well as a number of COVID-specific mitigation measures and policies). The extent to which there is broad input and transparency in decision-making, there should be greater buy-in of outcomes, sense of efficacy among individuals, and greater trust in leaders and across community members. Pitzer has a highly participatory and wide-ranging system of shared governance. The College continues to make tweaks to this system and with an institutional priority, as identified in the strategic plan, “to develop a culture of inclusive, intentional, and transparent planning and decision-making,” in which the wisdom of all stakeholders is valued. There is additional work to be done on this issue, but there is a shared commitment to this as a worthy goal that will ultimately strengthen communications, improve shared governance, and enhance campus climate and culture on a broad level.

2. Re-Allocating Funds to Academic Priorities

Create a realistic model for re-allocating funds to the highest academic priorities.

In fiscal year 2022, the Treasurer's Office implemented Adaptive Insights, a cloud-based budgeting tool that works with the College's Workday Enterprise Resource Planning System in order to provide programs and departments with a more comprehensive, accessible, and transparent process to create, manage, and monitor their budgets.

In addition, a new budgeting model, essentially a hybrid of zero-based and roll forward budgeting, was instituted campus-wide as part of the financial planning process for 2022-23. This will provide the ability to adjust for changing needs and allocations over time.

During the pandemic, the College formed a working group comprised of staff from key departments, including career services, financial aid, finance, and human resources to develop a plan for providing students with employment opportunities and funding throughout the remote environment. This group was tasked with ensuring that both work-study eligible and non work-study students would be accommodated. This resulted in creating positions that supported remote learning and provided a source of income for the students with highest needs. Pitzer also reconciled and consolidated work-study and non work-study funds into a single budget and set up monthly reports to provide supervisors with increased transparency into their student employment budgets. This helped alleviate previous concerns (for both departments and students) regarding work-study funds running out before the end of the semester.

Once in-person instruction and on-campus employment resumed in the fall of 2021, the group adjusted their policies with the goal of providing a more equitable employment environment for all Pitzer students and ensuring that all departments were properly resourced to meet their needs and to meet the student employment demand.

In terms of academic priorities, the College's Academic Planning Committee (APC), continued to meet regularly throughout the pandemic. In anticipation of resumption of hiring of tenure-track faculty, including expansion of the faculty consistent with Pitzer's strategic plan, this group put out a call for abbreviated "concept" proposals in 2021-22 for new faculty positions at the College. In spring 2022, using the submitted proposals as initial input, APC facilitated a discussion at a faculty meeting and then hosted an afternoon-long retreat to discuss future

directions and priorities for the College in terms of faculty hiring. APC then developed and shared a set of principles to guide the allocation of the expansion faculty lines. In brief, these criteria include demonstrable student interest and demand for courses and fields, clear articulation and specification of the desired position, the ways in which the position supports Pitzer's educational objectives and fills gaps left from past decisions on replacement positions, a diverse spread of positions across academic disciplines at the College, and attention to issues of diversity in many forms. Details of this are in [Attachment F - APC Principles and Process](#).

Due to perceived urgency and timeliness, APC invited the development of a full proposal from Africana Studies in late spring 2022. The committee anticipates issuing a formal call for expansion positions in 2022-23. These proposals will be rigorously reviewed and decisions will be based on the application of the developed principles (and especially to the extent that proposals effectively address multiple principles). APC will also prioritize the order in which positions will be filled.

In the meantime, and in response to strong student interest in Pitzer by prospective students and larger than planned incoming classes, additional contingent faculty have been hired after careful vetting by field groups, the Dean of Faculty's Office, and in some cases, the full Appointments, Promotions, and Tenure Committee (APT). The Dean of Faculty created a number of two-year adjunct visiting positions to provide continuity and stability to address the most immediate academic and curricular priorities at the College. These positions are modeled on Pitzer's existing (but unfunded) Visiting Junior Scholars Program which seeks to not only to provide teaching replacement, but to also further the College's diversity goals and advance the career trajectories of scholars who show special promise or distinction, especially for careers in liberal arts colleges.

The creation of these full-time positions is consistent with Pitzer's values and aligns with AAUP recommendations to provide meaningful full-time, benefits-eligible positions for contingent faculty, including opportunities for faculty development and growth (activities that the College is also sponsoring through a set of workshops and mentoring). Full-time, multi-year appointments help contingent faculty gain valuable experience relevant to academic careers, and also contribute to improved faculty employment practices in general. Last year, four two-year positions were filled at Pitzer; for 2022-23, six additional positions have either been filled or are

currently concluding searches. Positions are mostly in highly impacted field groups, and as such, are meeting the most pressing curricular needs of the College.

In addition to these two-year positions - developed mainly to cover teaching replacement needs occasioned by faculty sabbaticals, leaves of absence, and retirements - several one-year full-time, benefits-eligible teaching positions have been approved across the College. Field groups can opt to have courses replaced in piecemeal or one-off fashion, but again, consistent with Pitzer's values and best practices, the College has supported the consolidation of course replacements and supplemented some of them so as to create full-time positions.

Finally, Pitzer has attended to pay rates for adjunct faculty who do not teach full-time, but instead teach select and few classes. Pitzer strives to offer a competitive wage for adjunct teaching, especially in southern California, and has also examined national data on adjunct teaching wages as compiled by AAUP. Over the past two years, the College has increased the rate of pay for individual courses by 20% and adopted a commitment to ensure annual increases in pay that are consistent with that for staff salaries across the College. This investment in faculty is expected to "pay off" in terms of quality instruction, commitment to the College and its students, and should benefit Pitzer's reputation as an employer that puts into practice the values that it preaches.

The faculty hiring processes and plans noted above do not include expected conversion and expansion of the Keck Science Department faculty, which is currently a department shared by three colleges (Pitzer, Scripps, and Claremont McKenna). Keck has its own growth plan, and with the recent decision by Claremont McKenna to withdraw within the next three years, it is expected that science courses and programs will be appropriate for a two-college model involving Pitzer and Scripps. There will be new teaching and research opportunities for faculty and students, especially with an expanded faculty, and there will be greater capacity to meet the increasing demand for science classes by Pitzer students.

As Pitzer replaces vacant faculty positions due to retirements and expands the tenure-track faculty by at least six positions over the next three years, BIC will play an even greater role in the long-term financial planning process. This committee will continue to review the financial planning assumptions in the fall each year and will be engaged in the long-term budget planning efforts, particularly as they relate to academic areas and faculty positions.

Pitzer's investment in new faculty positions and the expansion and enhancement of science education in the form of The Nucleus (the new Pitzer/Scripps science building) over the next several years will be significant. Both are consistent with the College's strategic goals and will directly benefit Pitzer's faculty and students. Hiring more faculty will help maintain the faculty-to-student ratio at 11:1, and building a new state-of-the-art science facility will right-size a program that has been short on space for a number of years.

3. Complete & Implement Strategic Plan & Priorities

Continue timely progress on completion of the institution's strategic plan and implementation of priorities.

Pitzer's Strategic Plan 2025 is rooted in the College's motto: *provida futuri*, mindful of the future. It is part of Pitzer's pledge to provide an innovative, distinctive liberal arts education to its current students and the next generation. After more than a year of information-gathering and priority-setting by the community, the College's strategic plan was unanimously approved by the Board of Trustees in May 2019. This followed a unanimous approval by the College Council, the on-campus governing body for the institution. Through the strategic planning process, four distinct yet overlapping goals were identified by students, faculty, staff, and alumni as most relevant to the future of Pitzer College:

1. Broaden the interdisciplinary landscape and expand academic resources to better equip students to engage holistically with the complex problems of the world;
2. Advance a College-wide sense of community and engagement by cultivating an environment in which students, faculty and staff all thrive;
3. Deepen our commitment to financial sustainability to promote broader access to a Pitzer education and create adaptability in response to the evolving higher education landscape;
4. Develop a culture of inclusive, intentional, and transparent planning and decision-making.

Nineteen objectives were identified as priorities to support these goals, and over 150 strategic initiatives were developed for implementation by a campus committee during the 2019-20 academic year. While the pandemic disrupted the mode of learning and required primarily remote operation of the College beginning in March 2020, substantial progress has continued on a number of initiatives, and others are underway or pending further review.

In the words of President Oliver, "the completion of the strategic plan reflects the strength, vision, and collaboration of the Pitzer community. It affirms the College's mission and core values and provides a guiding framework for Pitzer to thrive and advance in a rapidly changing environment over the next five years. It will move the College forward by making us stronger and more flexible, allowing us to adapt to new types of learners and address emerging issues

and needs.” More information on the strategic plan, including details of the four broad goals and 19 objectives can be found at [Attachment G - Pitzer College Strategic Plan](#).

One of the most important initiatives included in the strategic plan, identified as an institutional priority prior to the development of the plan, and reaffirmed since then, is the establishment of a new and expanded science facility. What was previously known as the W.M. Keck Science Center, a long-standing collaboration between Pitzer, Claremont McKenna, and Scripps Colleges to provide science education for students at the three colleges, will become a new facility jointly financed, built, and operated by Pitzer and Scripps.

The state-of-the-art, 65,000-square-foot science center, recently named The Nucleus, will house the interdisciplinary science program for Pitzer and Scripps. It is scheduled to open in the fall of 2024 and will provide students and faculty with innovative laboratories, classrooms, study spaces, community meeting rooms, and exterior gathering spaces to accommodate the growing demand for science by Pitzer students. The program also addresses the need for additional faculty and the expansion of classes and co-curricular offerings to meet student demand and increase the capacity for undergraduate student research.

Other important strategic initiatives, such as increasing student enrollment and hiring more full-time tenure-track faculty to meet student needs continue to be priorities and are progressing. In fact, the College anticipates reaching the enrollment target of 1,200 students and completing the hiring of six new faculty positions in the next three years. This will enable Pitzer to maintain an 11:1 student-to-faculty ratio.

The interim president has already begun meeting with senior campus leadership regarding the implementation of other priorities identified in the strategic plan in the year ahead. A College-wide meeting will be held in October 2022 to update the Pitzer community on progress regarding implementation of the strategic plan.

Although not intentionally determined with this in mind, Pitzer’s strategic goals are in very close alignment with the WSCUC recommendations made in 2019 as part of the reaffirmation for accreditation process. Pitzer will continue to review and prioritize proposed initiatives over the next several months and solicit community input to reaffirm them.

4. Re-Examine Budget Committee Structure

Re-examine the budget implementation committee structure and role in order to improve the process for developing the annual operating budget.

With the arrival of a new treasurer at the College in 2018, there was renewed optimism of increased transparency and collaboration between the Treasurer's Office, administrative departments and faculty. This proved to be accurate as the treasurer made it a priority to visit with faculty field groups and engage with staff through their vice presidents. This listening tour of sorts was helpful for the community at-large in developing a better understanding of the budgeting process, building trust and increasing confidence with the Office of the Treasurer.

The annual operating budget process begins with sharing the planning assumptions with Budget Implementation Committee (BIC) prior to the October board meeting. These planning assumptions are intended to focus on the current needs of the College, such as upcoming fiscal year tuition cost, staff salary increases, new faculty hires, etc., while also looking ahead and considering how to best ensure future funding is sufficient for the long-term needs of the College. This open and collaborative approach is intended to have an inclusive perspective and input into planning for the upcoming fiscal year needs. Once the October board meeting convenes, the Treasurer's Office provides a greater detail report in projecting the upcoming fiscal year with BIC to discuss what areas the group wants to impact currently and what areas should be considered in the future. The final budget is approved in the May board meeting.

During the pandemic BIC played a critical role in helping to develop and recommend cost-saving measures that aligned with the College's values. This included the decisions to not furlough or layoff the most vulnerable and critical staff, temporary proportional salary reductions, and a brief reduction in retirement contributions that were subsequently re-instated. BIC also reviewed and recommended a 30% reduction in operating costs in areas other than travel, compensation, and study abroad programming, three budget items that were evaluated separately due to the impact COVID-19 had on their cost or ability to operate at traditional levels.

Similarly, there were, and continue to be, open and honest discussions about institutional budget priorities at BIC meetings. Given the regular annual turnover in appointments to BIC, particularly the faculty representatives, in 2021-22 the College provided interested committee

members a copy of “How University Budgets Work.” This book provided an overview for those interested in independently learning more about the higher education budgeting process. This will continue to be offered to new members of BIC to ensure increased understanding of the College’s finances and budgeting processes.

Going forward, the Office of the Treasurer plans to develop a training for new members of BIC for the purpose of improving understanding of the annual budget process. In terms of budget priorities for academic programs, Pitzer will be piloting a retreat for BIC to engage in more strategic and detailed discussions about academic priorities. Faculty input will be gathered in advance, primarily via the Academic Planning Committee (APC) and FEC will be organizing a faculty retreat in 2022-23.

5. Strengthen Student Experience and Sense of Belonging

Strengthen experience and sense of belonging throughout the student lifecycle.

Building a thriving community was identified as one of the four strategic goals by the Pitzer Community in 2019. Bringing together members of the community to improve learning and the student experience in an increasingly diverse and rapidly changing environment was noted as critically important for the College in the years ahead. Pitzer has implemented numerous programs and initiatives over the past three years that have strengthened the student experience and contributed to their sense of belonging at the College.

A sense of belonging, purpose, and engagement are key components to student success and flourishing. Research indicates that several predictors of college student mental health include supportive college environments, students' sense of belonging, professional confidence, and civic engagement.

Community Engagement:

Students who thrive turn outward and engage with the world through healthy interpersonal relationships and service to their communities. Pitzer supports such thriving in numerous ways, including through its social responsibility praxis graduation requirement, Community Engagement Center ([CEC](#)), and CASA ([Critical Action & Social Advocacy](#)) Pitzer, a community center and community-based research and engagement program based in nearby Ontario, CA.

Through the CEC, students engage with local community partners in (pre)schools, after-school programs, rehabilitation and incarceration diversion programs, to name a few. In 2021-22, Pitzer students were involved with a variety of projects - ranging from working with local communities of color, science initiatives, politics, media, writing, and more - based on CEC's five pillars of engagement:

- Education
- Direct-Action
- Research and Grant Writing
- The People's Pitzer (civic engagement)
- Social Media Arts and Communications

CEC works closely with incoming first-year students eager for community engagement, and encourages them to take Social Responsibility Praxis courses in their fields of interest, to attend CEC events, and to meet community partners. The staff works closely with faculty providing pedagogical support and syllabi development with an eye toward meeting stated needs by connecting courses and students to community partners and placement. After appropriate clearance is obtained, students take these courses and participate in community engagement projects, and attend trainings and events with the CEC and community partners. They learn the importance of producing final deliverables for community partners and how to present them professionally. Many students continue this work and these relationships after their formal coursework and projects are completed, and a few have done so after graduating by going on to paid positions with CEC partners or within similar fields. Students often reach out to the CEC for career support and to program alumni for networking purposes.

CEC nurtures students from pre-to post-Pitzer through academic coursework, paid positions, and volunteering. The center provides numerous awards and funding opportunities for students, in addition to logistical support, and weekly e-newsletters to keep students informed of opportunities and resources. Student engagement within the Pitzer community and with community partners helps students connect with each other, to specific and broader communities, and serves to foster a sense of connection and belonging.

In 2020-21, and based on CEC data, Pitzer students reported spending nearly 16,000 hours on community engagement; this high level of engagement occurred even during the year in which teaching and learning was online. In fact, Pitzer College has received the Carnegie Community Engagement Classification since 2006, received a Platinum Seal Award in 2021 from the All In Campus Democracy Challenge for its high level of voter participation among students.

CASA Pitzer operates on various levels to strengthen the student experience and a sense of belonging by creating a small cohort of a dozen students who take classes together, learning in the place-based community center classroom and participating together in intensive community-based research practicums (125 hours over the semester), with local community organizations working for social change. Thus, sense of belonging is heightened within the cohort of students and also through the internship in the community. Direct and indirect evaluations of student learning in this program indicate a progression of awareness, knowledge and skills not only related to the disciplinary content of the program (community-based research methodology,

theories of engagement and social change, transformative justice, etc.) but also related to self-awareness, efficacy, interdependence, purpose, and belonging.

A recent focus of the CASA program has been on healing justice and trauma-informed work, including an action research and community training project: Know Justice, Know Peace: A Transformation & Justice Community Collective. This initiative, to center wellness in social justice work, was a response to observing many students and organizers within community partner organizations experiencing symptoms of burnout such as stress, exhaustion, physical and mental health problems, and interpersonal tensions. Community workshops and one-on-one conversations revealed that students and staff desired more support and guidance on how to actualize healing, wellbeing, and live their justice values in their daily lives, operations, policies, programs and organizational culture. This project explores and critically reflects on this issue, and also provides models to support individuals and movements to be more trauma and healing-informed. Additional information about this can be found in [Attachment H - Know Justice Know Peace TJCC Project Research Summary](#).

CASA Pitzer recently received a \$250,000 five-year pledge from a Pitzer alumna who was inspired by the program's vision. These funds will support ongoing and expanded programming, and facilitate CASA's work towards its educational and advocacy vision.

Diversity, Equity, and Inclusion:

Pitzer continues to demonstrate a commitment to increasing and improving diversity, equity and inclusion (DEI) across the College, with a particular focus on the student experience. Annual first-year and senior surveys help gauge student engagement and satisfaction with academic and co-curricular life at the College, as well as campus climate and DEI. In addition to gathering student perspectives, faculty and staff at Pitzer are engaged in this work through several avenues, including Pitzer's membership in the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA). As an inaugural member of LACRELA, along with 70 other liberal arts colleges, senior leadership and other campus representatives have monthly convenings in which they discuss strategies for advancing racial equity and inclusion in higher education. The monthly sessions are led by experts under the direction of the Race and Equity Center at the University of Southern California. These training sessions are recorded and available to all faculty and staff at Pitzer.

In conjunction with its LACRELA membership, Pitzer students were administered the National Assessment of Collegiate Campus Climates (NACCC) survey in fall 2021. Preliminary results show that in the last year 92.1% of all students, 89.1% of students of color, and 95.5% of white students never personally experienced racism in an academic advising office or adviser's office. When students were asked "How racist is the overall environment of the institution?," less than half of all the students found Pitzer to be slightly racist.

More than 80% of Pitzer students indicated that they learned about race in class discussions or in conversations with other students outside of class. While the College acknowledges the need to continuously educate, encourage, and further support diversity and inclusion, these NACCC findings show very few students who report learning about race "nowhere on campus" (1.9% for all respondents, 3.0% for students of color and .7% for white students). These data provide strong evidence of Pitzer's commitment to and effectiveness in raising awareness and educating students about DEI issues. More information on the NACCC survey in [Attachment I - NACCC Survey Content Areas](#).

A complementary survey on racial climate was administered to Pitzer staff in spring 2022 and the Pitzer-specific results are expected to be received in fall 2022. A NACCC survey of Pitzer faculty is slated for administration in fall 2022. These surveys will provide information and perspectives on the racial climate on campus from students, staff, and faculty. These data will be utilized as key inputs in a campus-wide DEI initiative that will roll out in the 2022-23 academic year. The outlines of this plan have been discussed among senior leadership and within Academic Affairs and Student Affairs, and Student Senate has been briefed as well. Additional input into the plan is coming from student "demands" that were voiced in the last year and issues raised by the campus Diversity Committee. For example, students of color have called on Pitzer College to create a more inclusive environment by adding more faculty of color as well as additional classes focused on race and ethnicity.

Racial Justice:

In an effort to support productive discussion, analysis, and activism related to racial violence and justice, and particularly at this moment in time, President Melvin L. Oliver launched the Racial Justice initiative ([RJI](#)) at Pitzer College in May 2020. This initiative has a curricular focus that is supplemented by a range of co-curricular activities, such as forums with distinguished

speakers and marginalized community members who can share their perspectives with the community.

Thus, the Racial Justice Initiative seeks to foster an inclusive environment for students of color, and includes a serious self-assessment and look inward at Pitzer's own institutional shortcomings. In the fall of 2020, 23 Pitzer classes were developed or redesigned with RJI funding. These courses center the study of race and ethnicity in their content, and it is anticipated that these classes will be regularly offered at the College.

In spring 2021, RJI funded class speakers that also facilitated the development of networks with scholars and activists doing racial justice work. Twenty classes received funding, and many invited more than one speaker to class. In terms of co-curricular programming, the Pitzer College Art Galleries launched its Manifesto Project with RJI funding, the focus of which was on utilizing art/writing to convey racial justice messages.

In 2021-22, the RJI continued to fund class guest speakers and also sponsored several Student Racial Justice Projects in which student identity groups and clubs sought to develop and implement an event or project that could help transform Pitzer into a more racially and socially inclusive space. Throughout this period, RJI also sponsored or hosted 10 campus-wide public lectures and panels with noted scholars.

In short, the Racial Justice Initiative has included courses, lectures, and events designed to engage Pitzer's student body and the wider community in discussion and analysis of racial violence and justice. Additionally, it sought to enhance feelings of inclusion and belonging for historically underrepresented students. The direct and indirect impact of this initiative will be assessed not only by the results of campus climate and senior surveys, but also by continuing analysis of faculty and student participation in and perceptions of RJI sponsored programming. This initiative is timely, aligns well with Pitzer values, and dovetails nicely with other DEI related activities taking place and being planned across the College.

First-Year Seminar Program:

Since 2015, Pitzer has used its First-Year Seminar (FYS) program as an introduction to the academic program and related resources at the College. The FYS course is required of all

incoming first-year students (and an optional section is offered to transfer students). Students' FYS instructor is also their academic adviser for at least their first year at Pitzer.

Instructors encourage their students to attend campus events and invite various campus offices and resources (e.g., the Writing Center, The Claremont Colleges Library, the Community Engagement Center) to meet with their class. Funds are provided for field trips, class meals, and other activities.

In a recent (spring 2020) survey, 70% of faculty reported assigning and 58% of students reported attending, activities or events outside of class as part of their FYS course. Activities ranged from class dinners to attending on-campus lectures and field trips. Among the students, a majority found these activities either somewhat or extremely useful. Other research and survey results indicate that the FYS program is effective in engaging students and helping them get acclimated to academic life at the College.

Student Support:

As noted earlier, the COVID pandemic challenged students in numerous ways and disrupted Pitzer's traditional residential and interpersonally focused academic and learning environment. The College adopted many initiatives, both temporary (e.g., 3+1 enrollment option) and continuing (e.g., student employment system overhaul) to address student concerns and to support their academic, emotional, and personal progress and development.

Besides these pandemic-inspired actions, during the past four years, the Pitzer Intervention Team has met on a weekly basis to review student concerns identified by faculty, students, and staff. Team members include staff from the Office of Student Affairs, Academic Affairs, the Athletics Department, Counseling, the Title IX Office, and the International Studies Program. Cases are reviewed individually, and the team discusses next steps in supporting students, resources available, and strategies to support the academic support of students.

Ongoing discussions between leadership in Academic Affairs and Student Affairs are occurring regarding the establishment of a Student Success Committee as the College looks to increase the number of first-generation, undocumented, and low-income students.

Co-curricular Programming:

Student programs and activities organized primarily through Residential Life and Campus Life continue to play an important role in the educational experience of students at Pitzer. More than 100 programs were conducted during 2021-22 with a range of topics that contributed to students' sense of belonging, community building, educational engagement, individual development, wellness, and diversity and inclusion. In addition Pitzer's Faculty-in-Residence (FIR) Program helps to bridge student academic and residential experiences in a seamless living-learning environment by integrating Pitzer faculty members into the residential experience and the co-curriculum. Two faculty members are appointed as FIR for three years. One lives and hosts programs in the first-year residence hall complex for the purpose of offering a distinctive benefit to students in their first and most formative year at Pitzer. The other lives in proximity to sophomores, juniors, and seniors and is tasked with offering programs that focus on major selection, academic advising, internships, study abroad and campus involvement.

The Princeton Review ranked Pitzer #1 among the Top 20 Best Schools for Making an Impact (Private Schools) in its Best Value Colleges 2022 rankings. The rankings were based on student survey responses to questions about community service opportunities, student government, sustainability efforts, and on-campus student engagement. According to those responses, everyone at Pitzer "is passionate about something. You won't find a single student who isn't somehow involved on campus outside of the classroom." One survey respondent cited Pitzer's "collaborative atmosphere," and another said Pitzer students "grow as individuals through liberal arts studies and through relationships that they build."

6. Develop Holistic Advising System

Develop a holistic advising system, in particular for students from under-represented groups, which considers equity in workload for faculty.

An external review of Pitzer's First-Year Seminar (FYS) program was conducted in fall 2021. Pitzer's Faculty Executive Committee is in the process of forming an ad hoc committee for 2022-23 that will be charged with implementing recommendations from the external review. Academic advising, including equity in advising will be one of the central foci of that committee. In the meantime, much was learned from a survey of faculty and students participating in the FYS program. Questions about advising were included in the survey.

Incoming first-year students are assigned an initial adviser when they enter Pitzer. This adviser is typically also the instructor of their first-year seminar course. Students normally remain with that adviser until they declare a major, by the start of their junior year. The survey indicated that 80% of faculty and 90% of students are in strong support of the model linking academic advising to the first-year seminar course. This model creates opportunities to build a strong personal relationship between the adviser and student because they interact twice each week in class.

However, the same survey also revealed some significant differences in first-year advising experiences among different demographic groups of students. Overall, the survey found that female first-year students found their advisers less helpful than male students by 10 or more percentage points on every question asked. Women were also less likely to approach their adviser about advising topics other than registration and course selection.

Similar patterns were seen in the survey among first-generation and Latinx students. Both groups reported being less likely to approach to their first-year advisers than other students, and both found their academic advisers to be less helpful when they did interact with them.

Transfer students are initially assigned to the associate dean for academic advising who usually meets with them before the start of their first semester. The associate dean works with transfers to identify an academic adviser closer to their intended major within their first year at Pitzer. While it doesn't necessarily address issues with faculty equity, this approach ensures that transfer students are able to get connected to the appropriate faculty adviser early in their academic career at Pitzer.

Based on the aforementioned review of the FYS program and related survey, additional progress needs to be made regarding disparate advising experiences for students and equity for faculty. The FEC-appointed ad hoc committee will be tasked with helping to address these issues in the year ahead. In addition, Academic Affairs, the FYS Committee, and Student Affairs will establish a working group in 22-23 that will be involved with these issues, as well as helping to integrate class-based co-curricular activities into the advising system. More details on the FYS Review can be found at [Attachment J - FYS Review, Report of the Pitzer External Review Team.](#)

7. Revise Program Review Process

Revise program review process to better align it with the interdisciplinary nature of the field groups and collaborations.

Program reviews were paused during COVID-19, although some field groups continued to work on revising their self-studies. In 2021-22, four different reviews were conducted. Specifically, an external review of the First Year Seminar (FYS) Program as well as Writing Center involvement with that program was conducted. Although not an academic major program, FYS had not been formally reviewed for a number of years and had not included an external review team that was made up of faculty from different disciplines.

In fact, co-curricular and non-major programs were not subject to regular review previously. As part of revising the program review process, academic support and co-curricular programs will be included in the review schedule, with one such program reviewed each academic year. Next year, the plan is to review the Study Abroad program along with the Institute for Global/Local Action and Studies (IGLAS); part of the IGLAS mission is to support curricular innovation focused on global and local themes and to build institutional capacity for global/local action and study. Similarly allied centers and programs (e.g., CEC and CASA) and other academic and co-curricular centers (e.g., Robert Redford Conservancy for Southern California Sustainability) will be reviewed in the coming years.

Last year the Intercollegiate Department of Africana Studies (IDAS) was reviewed. In general, these interdisciplinary and intercollegiate departments are scheduled to be reviewed on an eight-year cycle. The results of these reviews are reported to the Academic Deans Committee of The Claremont Colleges, but the reviews themselves are conducted by the lead college for each program. Pitzer is the lead college for IDAS, and the program review followed Pitzer's prescribed procedures. That is, it involved receipt and then revision of a self-study by the Academic Planning Committee (APC), identification of a team of external reviewers as jointly determined by IDAS and APC, a (remote) site visit by the external team, and a final report produced by the external team, and a response from the reviewed department. In this case, the IDAS chair met with the full ADC to complete the review process rather than the Pitzer Dean of Faculty, which is the procedure utilized for Pitzer field group reviews.

Two Pitzer field group reviews were also conducted in 2021-22, both with remote site visits: Psychology and Economics. The Psychology external final report was received prior to the end of the academic year and the final report from the Economics external review team is currently pending. Among the issues that field groups are asked to address in their self-studies are connections with other College field groups and programs, including interdisciplinary teaching, courses, and initiatives.

Pitzer's Human Biology major is slated for review as part of the Keck Sciences program review of its biology program and majors in 2022-23. In addition, Pitzer's Organizational Studies (OS) program will be reviewed in 2022-23. The self-study is complete and the external review team has been identified and agreed to serve. It is anticipated that the results of this review will help inform the OS field group in planning for additional and specific faculty line(s) to best support this interdisciplinary program and majors.

Two additional field groups – Political Studies and English and World Literature – are in the process of revising their self-studies, and are next in line for review by external teams. Furthermore, Modern Languages, Literature and Culture has initiated work on its own self-study.

Interdisciplinary considerations will continue to be built into these reviews in multiple ways. Field groups are asked to address interdisciplinary connections and programs in their self-studies, composition of external review teams is carefully considered by the Dean of Faculty, APC, and the field group under review and there is intentional effort to ensure wide demographic, institutional, and often disciplinary diversity on these teams. In addition, the charge letter from the Dean of Faculty will ask the external review team to address interdisciplinary considerations as part of their review. In addition, APC has initiated discussion of potentially coordinating reviews across field groups or even with broad clustering of allied programs or disciplines. Pitzer has several small field groups, many with overlapping faculty affiliations, and also some field groups whose majors are coordinated with intercollegiate departments and programs.

APC has determined the schedule for the next several program reviews as noted above, and is engaging in discussions regarding possible alternative organization and timing of these reviews to better align with the interdisciplinary nature and programming of different field groups, and to increase efficiency and impact of the reviews. As noted, reviews of co-curricular programming and centers will also take place, and many of these will cut across centers that share common

programmatic themes or concerns (as was done with the FYS program and Writing Center emphasis).

8. Build Culture of Philanthropy & Alumni Engagement

Build a stronger culture of philanthropy, alumni engagement, and make necessary investments to ensure success of a future comprehensive campaign.

In 2019 an external consultant was engaged to help assess Pitzer's capacity to launch a successful comprehensive fundraising campaign in the near future. After approximately six months of interviews and analysis, including conversations with members of the cabinet, and all members of the Board of Trustees as well as other key donors, the consultant concluded that Pitzer was not yet prepared and positioned to begin the campaign planning process. Most notably, the appropriate infrastructure was not in place to help develop a stronger culture of engagement and philanthropy. Additional planning, hiring, and investment by the College would be needed in order to make progress in this direction.

In January 2021, President Oliver announced the plan to combine the advancement and communications functions to take advantage of the opportunities to make connections with constituents in a more efficient and coordinated fashion. He described the need to invest in these areas to build the necessary team – which will also serve to support student recruitment, academic operations, and the president and president's office. The newly merged area was charged with communicating Pitzer's unique identity in a way to attract greater recognition and resources for the College's innovative academic and co-curricular programs, faculty, students, and campus.

It was determined and communicated that a new strategy and approach was needed, along with strong, creative, and consistent leadership to develop and lead the advancement and communications area going forward. Following a national search, in August 2021, Kimberly Shiner was hired as Pitzer's Vice President for College Advancement & Communications. An experienced professional in both fields, Shiner held leadership roles at two leading California universities and was a part of three comprehensive campaigns, including a \$2 billion campaign for the University of Southern California (USC) Keck School of Medicine, and USC's campaign of \$6 billion. She also helped develop Cal State San Bernardino's first comprehensive campaign, which exceeded the goal of \$50 million one year ahead of schedule.

Upon Shiner's arrival at Pitzer, the priority was to build a seasoned team of advancement and communications professionals across the department. In her first nine months Shiner rounded

out her leadership team with an Assistant Vice President for Advancement, Executive Director for Advancement Operations, Assistant Vice President for Communications, and promoted from within Pitzer's Executive Director for Alumni and Family Engagement, and Annual Giving. Each of those leaders have been busy filling their functional areas to help provide the base support for a near future campaign. Overall the team has been focused on process, people, and performance. They are working on conducting an audit of processes and systems to support a campaign, hiring and promoting the right people to take Pitzer to the next level, and putting in place the metrics and professional development needed to support each person's success, growth and performance.

In the summer of 2021, Pitzer's alumni and parent relations area combined with annual giving to create more synergy between constituent engagement and philanthropic giving at the College. While Pitzer has traditionally been very successful in securing support from current parents, the percentage and number of alumni giving has lagged in recent years. By combining these areas, the newly merged Alumni & Family Engagement and Annual Giving (EAG) team is better positioned to build community among alumni, families, and key constituents as demonstrated by their active involvement and participation. In doing so, the office is also able to curate and emphasize the importance of lifelong alumni affinity to the College. The EAG team is comprised of four key areas that collaboratively build a strong sense of community and lifelong affinity to the College: alumni and family engagement, annual giving, digital communications and analytics, and constituent engagement and campus partnerships. These key focus areas are designed to better strengthen relationships with donors, trustees, and friends, as well as faculty, staff, and student communities.

Over the past two years, the Office of Advancement's Engagement team created a number of initiatives to deepen connections with the Pitzer alumni community. The team launched the Pitzer College Alumni & Family Book Club, bringing graduates and family members together virtually to discuss shared readings, some written by Pitzer professors or alumni. The Alumni & Family Engagement team spearheaded the True Equity conversations series, in which members of the Pitzer community discussed systemic racial injustice, lived experiences, and fundamental change at Pitzer and in the US. The team also partnered with the Pitzer College Art Galleries to create a series of talks with alumni artists. These are just a few examples of initiatives that connected alumni from around the world to each other and the College despite the limitations imposed by the pandemic.

The Advancement Office also ran successful One Week. One Pitzer. campaigns during the pandemic. One of the hallmarks of One Week. One Pitzer. is its steering committee, which is designed to engage Pitzer students, staff and faculty in all aspects of the campaign, cultivating a culture of philanthropy throughout campus that students carry into their post-Pitzer lives.

There will be considerable and sustained effort from Advancement, the Office of the President, the Board of Trustees, and others to continue focusing on increasing engagement and strengthening philanthropy at Pitzer over the next several years.

9. Foster a Data-Informed Culture

Foster a data-informed culture to ensure best practices, including assessment of core competencies, educational objectives, majors, and student outcomes.

Pitzer is increasingly utilizing data, both institutional and from environmental scanning, to evaluate and assess programs, and to inform decision-making. At the time of the reaffirmation of reaccreditation in 2019, Pitzer had assembled a data warehouse that stored and integrated limited institutional data on students, that could be queried for information on retention, enrollment, completion rates, leaves of absence, and related student data. This homegrown and customized warehouse has continued to prove valuable in tracking student progress and outcomes. However, the information systems on which the warehouse was built have changed or will be changing in the future. (Until recently, the Claremont consortium was actively transitioning to a new student information system. Within the past year, progress on that project was ceased when it became clear that the originally promised functionality of the new system could not be realized across the undergraduate colleges in Claremont. The consortium is currently exploring a new system).

Pitzer continues to utilize the data warehouse, but has been replacing the standard data the warehouse draws from so as to be compatible with current and sustainable information systems. The set of standard queries also continues to be developed so that data and results are consistent, replicable, and maximally informative. Moreover, additional information is being added to permit more precise and differentiated tracking and assessment. For example, data on courses is currently available, but information on the instructors who teach the courses (e.g., rank, years at Pitzer, field group affiliation) has to be obtained elsewhere. This information is slated for inclusion in a new system, as is information on student curricular and co-curricular involvement and participation.

In addition, in order to continue to foster a data-informed culture, in spring 2021, Pitzer established a Data Governance Committee with a charge to enhance and elevate the data warehouse by defining terms, setting levels of security and sharing agreements, establishing a process for updating the data dictionary and to strategically think about reporting tools in order to increase access and visibility on trends at the College. Continuing development of the data warehouse and policies surrounding its use now rest with this oversight committee.

Current leadership at the College is committed to utilizing data – institutional, consortial, and from broader perspectives – in decision-making, as well as in evaluation and assessment of academic programs and student progress. Several recent examples are provided below.

Admissions and Financial Aid has engaged an educational consultant (EAB) to assist in making enrollment projections in a volatile admissions environment, and also to model and optimize financial aid packaging for admitted students to help diversify the socioeconomic diversity of Pitzer's student body. EAB draws from national college data and demographic projections. Information on admissions decisions is also being shared with the Pitzer Board and faculty on a regular basis to better inform different constituencies and encourage data use at multiple levels.

The director and assistant director of the Pitzer Writing Center are working to assess effective expression (an educational objective) and also inform Writing Center programming by collecting and analyzing data on college level writing and program effectiveness. For a report on some of this work see [Attachment K - Understanding Student Experiences Transitioning to College-Level Writing During the COVID-19 Pandemic.](#)

One recommendation from the recent review of the First Year Seminar program (which also reviewed Writing Center programming) was to establish an advisory committee for the FYS program. This committee is being set up now and will be in place beginning in the 2022-23 academic year. Part of the charge of this committee will be to regularly collect data and assess the competencies and educational objectives of this program.

Across the College, focus on assessment will be increased by two planned hires. Specifically, a new Director of the Office of Institutional Research and Assessment (ORI&A) has recently joined the Pitzer community, and there are open positions to be filled in the office. The next planned hire is for an individual with expertise in educational assessment. It is envisioned that this individual, and this office more broadly, will work closely with faculty and field groups to systematically assess majors and College-wide educational objectives. In addition, a job description is currently being finalized for a position in the Dean of Faculty's Office that focuses on institutional effectiveness and academic planning. The responsibilities of this position include providing relevant institutional data as well as information on best practices and innovation to curricular, co-curricular, and other academic planning that takes place through the Dean of Faculty. It is expected that this position will work closely with OIR&A to evaluate new initiatives

or changes in policy and to assess any new programs that are established, even if on a pilot basis.

Pitzer currently maintains and regularly updates an institutional dashboard that provides information on student admissions and yield, enrollment, demographic characteristics, retention, completion rates, grade point averages, and disaggregation of this information by, among other things, cohort (i.e., year started at Pitzer), gender, first generation status, race/ethnicity, and financial aid status. Pitzer also collects information from publicly available sources on the other Claremont Colleges and a set of institutions that Pitzer considers to be peers. A report on this internal and externally-derived information is made annually to the Board of Trustees by senior leadership, and these data are regularly utilized in academic and financial planning.

As alluded to in the COVID section at the outset, both qualitative and quantitative data were utilized to develop the 3+1 enrollment option during the 2021-21 academic year and also to expand and fine tune other academic support programs (e.g., technology, tutoring). The qualitative data came from town hall meetings with students and a faculty-student forum conducted midway through the fall semester. The quantitative data came from the series of student surveys conducted at the end of the semester in spring 2020, fall 2020, and spring 2021.

Another group, dubbed the “Carrot Working Group,” was initiated early in the pandemic to more systematically assess student reasons for taking a leave of absence, gap semester/year, or for dropping out or transferring from Pitzer, and to develop intervention plans for addressing student concerns and encouraging student retention. This group included representatives from admissions and financial aid, academic affairs, student affairs, and finance. They analyzed data (i.e., the reasons that students listed on their leave requests) and also reached out directly to students who indicated interest in taking a leave of absence to collect additional information on student plans and potential carrots that could be leveraged to support student academic progress and success.

The Student Employment Working Group, also initiated during the pandemic and now continuing, examined data on student work patterns, number and types of student positions in the College, and financial aid data to devise a new system for creating and supervising student work positions, allocating positions to College units, and to make more transparent and

equitable student hiring practices. This group will be trying to assess the impact of student work on student progress and success as well as post-graduate plans and outcomes.

Also as mentioned previously, APC is increasingly using data for academic program assessment and planning. Before approving initiation of the first cohort of the Inside-Out-Pathway to BA program, APC required that rigorous evaluation of courses and also overall program assessment be included in the implementation plan. That information is being used to assess program effectiveness, student outcomes, and for future planning and fundraising. Systematic and regular program reviews have been re-started after a COVID pause, and co-curricular programs and centers are also being assessed. Data on student enrollments, numbers of majors and minors over time, differences between demographic groupings of students, and completion and post-graduation plans are incorporated into field group self-studies, and generally with the assistance of the OIR&A.

APC is also in the midst of making decisions about the configuration and placement of several new tenure-track faculty lines. A set of principles have been established for assignment of these lines, and soon full proposals will now be solicited and reviewed. These proposals will contain data on course offerings, student demand (for courses and majors), faculty advising loads, and also information on demographic diversity among likely position applicants (based on information on the demographic characteristics of recent PhDs in the targeted discipline). Some of these data speak directly to student outcomes, but more generally, they reflect increasing attention to data-based decision-making across the College. Similar data are being utilized in the allocation of faculty lines within the Keck Science Department.

As can be seen, and as consistent with its strategic plan goal of optimizing planning and decision-making (and using data to inform planning and decisions), Pitzer College is increasingly and intentionally fostering a data-informed culture across the College, from academic affairs to student affairs to admissions and to financial planning and forecasting. Rigorous and regular program reviews are now taking place of academic majors and programs of study, and student learning outcomes and educational objectives are being assessed in select areas. Assessment activities will be expanded in the future, and with the goal of connecting student progress and change while at Pitzer to post graduate outcomes (e.g., graduate studies, job placements, community engagement and impact). These assessment activities will depend on the continuing build out and integration of the data warehouse, and the

linking of data from several different functional areas such as Admissions and Financial Aid, Academic Affairs, Student Affairs, and Advancement (for alumni information).

Pitzer College has made significant progress in developing its infrastructure and use of data -- and particularly for assessment of program effectiveness, student progress and outcomes, and also broader academic planning -- since its most recent reaccreditation. With the commitment of current College leadership and a focus on institutional learning and maximizing effectiveness, it expects to make additional progress on this issue in the future.

Other Changes and Issues Currently Facing the Institution

This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

In addition to the upcoming presidential transition at Pitzer, there have been several changes in key leadership positions at the College since 2019. They include:

- Vice President/Dean of Faculty - Allen Omoto, Ph.D., Professor of Psychology, previously Associate Provost and Interim Dean of the School of Educational Studies at Claremont Graduate University, was hired in July 2019 for a five-year term as chief academic officer at Pitzer. Omoto succeeded Professor Nigel Boyle, who returned to teaching and serving as the Director of Pitzer's Institute for Global-Local Action and Study.
- Vice President for Student Affairs – Sandra Vasquez, Ed.D., was promoted from the position of Assistant Vice President/Dean of Students at Pitzer in July 2021, a role she served in for more than four years. Vasquez's prior position was at UC Santa Barbara.
- Vice President for College Advancement & Communications – Kimberly Shiner was hired in August 2021 to help integrate fundraising, engagement, and communications. Her immediate previous role was Associate Vice President of Advancement for Philanthropy at California State University, San Bernardino.
- Vice President for Strategic Initiatives and Community Relations – Jim Marchant, formerly Executive Director of Advancement and Vice President for Student Affairs at Pitzer (2001-13), was installed in this new position to help implement Pitzer's strategic plan in July 2019.
- Dean of Students – Vincent Greer, previously Associate Dean of Students at Claremont McKenna College was hired as Assistant Vice President/Dean of Students in December 2021.
- Director of Institutional Research & Assessment – Leeshawn Cradoc Moore, Ph.D., a Pitzer alumna and former employee of the College, was appointed as the Director of Institutional Research in April 2022. Dr. Moore served as Director of Research at the University of La Verne for more than 10 years. She replaced former director Marco Antonio Cruz who departed for another professional opportunity in January 2022.
- Executive Director of Operations – Elisa Alban, former Pomona College Registrar & Data Protection Officer and Claremont McKenna College alumna, began working in a newly

created role for Pitzer helping support a number of critical areas, including implementation of a new student information system at The Claremont Colleges, and coordinating work on Pitzer's Data Unified Infrastructure.

- Chief Operating Officer – Laura Troendle, who was hired as the Treasurer and Vice President for Finance at Pitzer in July 2018 was promoted to Chief Operating Officer, a new role tasked with oversight of multiple areas of the College, including information technology, human resources, facilities, finance, and COVID response. She simultaneously retains the position of Vice President for Finance/Treasurer.
- Board of Trustees Chair – Donald Gould, Pomona College alumnus and previous Vice Chair of the Board at Pitzer, assumed the position of Chair of the Pitzer College Board of Trustees in August 2021.

Many positive benefits have resulted from personnel changes across the College, including increasing the diversity and depth of experience in multiple areas. Pitzer has been fortunate that new leaders and restructured positions have helped build greater institutional capacity.

Science Developments:

In 2018, Claremont McKenna College (CMC) indicated intentions to withdraw from Keck Science, a shared science program with Pitzer and Scripps Colleges, and to build its own independent science department and facility. Subsequently, Pitzer and Scripps strengthened their partnership and reached an agreement to jointly finance and build a new facility to house a two-college science department. With the details and timing of CMC's departure still under negotiation, the Pitzer and Scripps partnership has moved ahead, including finalizing plans and continuing to raise funds for its new, shared science facility. Following pandemic-related delays, construction on a new state-of-the-art building commenced in the spring of 2022, along with concomitant renovations on some of the existing building.

The 65,000-square-foot science center, recently named The Nucleus, will house the interdisciplinary science program for Pitzer and Scripps. It is scheduled to open in the fall of 2024 and will provide students and faculty with innovative laboratories, classrooms, study spaces, community meeting rooms, and exterior gathering spaces to accommodate the growing demand for science by Pitzer students. The program also addresses the need for additional faculty and the expansion of classes and co-curricular offerings to meet student demand and increase the capacity for undergraduate student research.

Justice Education:

In December 2020 Pitzer announced the establishment of a pilot program to provide bachelor's degrees to incarcerated men at the California Rehabilitation Center in Norco, California. Inside-Out Pathway-to-BA was the country's first degree-seeking prison education program whereby incarcerated "inside" students and "outside" students from The Claremont Colleges attend classes together in prison and work toward earning bachelor's degrees. The inaugural cohort of eight incarcerated students graduated in the 2021-22 academic year.

The Pathway to BA program connects to the broader intercollegiate Justice Education Initiative (JEI) program at The Claremont Colleges which is supported by a grant from the Mellon Foundation, and it builds on established partnerships between the five undergraduate colleges. Courses in the program are taught by professors from Pitzer, Pomona, Claremont McKenna, Harvey Mudd and Scripps Colleges. Evaluation of courses indicates generally high satisfaction with offerings by both outside and inside students. Meanwhile, an in-depth and more comprehensive assessment of the Pathway program will be conducted in 2022-23, and it is possible that Pitzer will make a decision to continue the degree-granting component of this program (potentially along with other cooperating institutions and after seeking necessary regulatory approval such as from WSCUC). Regardless, justice education will remain an important academic program at Pitzer as it is consistent with the College's values and is currently supported by sustainable external funding. In fact, possibilities for increased collaboration with other colleges and universities in the region are in discussion at this time.

Conservancy for Sustainability:

Over the past two years, under new leadership, the Robert Redford Conservancy for Southern California Sustainability (RRC) at Pitzer has raised its profile and strengthened its impact. Among many other developments, a new overarching theme for the RRC activities on Land Use and Climate Justice was launched. A new vision statement and specific programming goals (with an accompanying fundraising case for support) were created and partnerships were nurtured to help build local capacity for environmental justice and climate resilience in the region, along with prioritizing Black, Indigenous, and people of color leadership and involvement.

New programs on open land conservation and regenerative agriculture were established, and existing programs on sustainable development and environmental and cultural education were

expanded. A pilot program for course development across The Claremont Colleges funded seven courses so far. This course development program is intended to infuse environmental sustainability throughout the curriculum and across the College, as well as to attract additional faculty and students to the programming sponsored by the RRC.

This past year, hands-on and immersive educational experiences were introduced by embedding students with applied projects that combine Pitzer's values of environmental sustainability and social justice. Pitzer invested in the RRC by adding two new administrative positions to help with programming and logistics; in short, to assist RRC in carrying out its mission to:

- Educate and cultivate environmental scholars and stewards;
- Support and integrate Indigenous knowledge into programming and curriculum;
- Elevate the diverse face of environmental movements, leaders, and issues;
- Foster collaboration for socio-ecological justice and sustainability;
- Build capacity and solutions to the region's greatest environmental challenges.

Another key goal of the RRC has been to cross-pollinate work across multiple programs and centers at Pitzer and beyond, and to leverage curricular and co-curricular activities. The RRC aims to continue to develop and strengthen multiple community partnerships and to work with partners, faculty, students, and staff on shared interests.

The RRC recently received a \$500,000 gift from a former chair of Pitzer's Board of Trustees who described the RRC as "an invaluable, innovative resource for Pitzer students and a wonderful selling point for the College." These funds will be used to support the RRC in realizing its vision and launching new initiatives that will bring greater attention and distinction to the RRC as an invaluable resource not just for the Claremont Colleges, but for the broader region.

Concluding Statement

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Despite the disruption of COVID for more than two of the three years since the Commission reaffirmed Pitzer's accreditation for an eight-year period in 2019, the College has made significant progress in addressing the issues raised by WSCUC. Perhaps not coincidentally, there is considerable overlap between the issues identified by WSCUC and Pitzer's strategic priorities as established by the campus community during the 2018-19 academic year. This institutional self-awareness will serve the College well as the strategic plan continues to be implemented, particularly during a transition in presidential leadership over the next year.

Pitzer's core values guided the community during the development of the strategic plan and were at the forefront of all conversations and decisions made during the pandemic. A strong belief in and adherence to the College's mission to "produce engaged, socially responsible citizens of the world through an academically rigorous, interdisciplinary liberal arts education emphasizing social justice, intercultural understanding and environmental sensitivity" has benefitted our students and community. Moreover, Pitzer's core values are evident in its academic centers (e.g., RRC, CEC, CASA, IGLAS), curricular programming, degree requirements, co-curricular offerings, and opportunities, and have special resonance in today's broader social and political climate.

Potential evidence of this resonance and relevance comes from the fact that student admission at Pitzer remains highly competitive and that the College's yield rate (i.e., the percentage of admitted students who choose to attend Pitzer) has increased over the past three years. In short, Pitzer is fortunate to be in a very strong position in terms of attracting and enrolling students. With more than 3,500 applications annually, the College is able to select the most qualified students to join the Pitzer community each year. For fall 2022, Pitzer received 3,678 applications, of which 644 students (17.5%) were admitted. Of these admitted students, 49.4% have opted to enroll at Pitzer this fall. At a time when many colleges and universities are struggling to attract and retain students, Pitzer has experienced enrollment growth and is making progress toward its strategic plan goal of 1,200 students in 2025. At the same time, given the volatility and unpredictability of economic conditions and undergraduate enrollments, Pitzer does not take its current market strength for granted. Student enrollment is critical as

Pitzer is still largely a tuition dependent institution. Its financial standing is currently strong and is projected to remain so in the coming years.

Building on its reputation, the relevance of its educational mission, and its healthy financial outlook, Pitzer will continue to address the issues raised by WSCUC, while also investing in its academic programs and student support services. For example, in partnership with Scripps College, Pitzer is investing in its science program and a new facility. Pitzer is also expanding its tenure-track faculty across the College and will be using data on student interest as well as principles developed with broad community input and through shared governance processes to make final allocations of new faculty lines.

Pitzer has begun taking steps to strengthen academic and program centers, increasing capacity to meet faculty and student needs as well as to support continuous institutional learning and innovation. Similar investments are being made in Student Affairs, including hiring of additional staff and expanding programming and services. Not incidentally, there is increasing cooperation and collaboration across Academic Affairs and Student Affairs so that investments and programming in one division can be leveraged and complementary with those in the other. There are new initiatives in each area as well: curricular and co-curricular programming related to Justice Education, RJI, and RRC in Academic Affairs and a “Strive to Thrive” student wellness, resilience, and development initiative in Student Affairs. Pitzer is poised to make additional progress on refining and strengthening its approach to advising and in its commitment and use of rigorous assessment at multiple levels.

In addition, Pitzer is building its infrastructure to engage more alumni and friends in supporting the College, and as noted, there have been fundraising successes for specific programs and centers already. As the reorganization of Advancement and Communications takes firmer root, Pitzer will be able to more consistently and forcefully broadcast its successes and mission to different constituencies, and also position the College for the launch of a successful comprehensive fundraising campaign in the next few years.

Pitzer is continuing to build out and use a wide range of data in decision-making, assessment, and planning. The data are of many different types - qualitative, quantitative, observations, national trends and projections, and information on best practices – and there is a growing

commitment among College leadership and across the College to continue developing a data-informed culture.

Finally, Pitzer College has a clear and distinctive academic focus, embedded in an intimate and residential educational setting, and with a strong sense of community. COVID-19 presented many challenges to Pitzer, but it is emerging from the pandemic with a clearer sense of itself, new and strong leadership, increased sense of connection and belonging among community members, and greater appreciation for its mission and core values. Pitzer continues to learn and to grow, and many of the issues identified by the Commission will remain at the forefront of additional institutional work, and particularly as Pitzer increases the size and diversity of its student body and faculty. Pitzer thanks the Commission for calling attention to these issues and stands ready to offer clarifications or updates to the material in this report or to provide additional information that the Commission would find helpful in more fully understanding Pitzer College.

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[Attachment A - Student Survey Institutional Response Spring 2020,](#)

[Attachment B - Student Survey Institutional Response Fall 2020](#)

[Attachment C - Student Experiences between Spring 2020 and Spring 2021.](#)

[Attachment D - Pitzer Retention and Graduation Rates for Cohorts 2007-2020.](#)

[Attachment E - Academic Affairs Committee Faculty Talks and Panels](#)

[Attachment F - APC Principles and Process](#)

[Attachment G - Pitzer College Strategic Plan](#)

[Attachment H - Know Justice Know Peace TJCC Project Research Summary](#)

[Attachment I - NACCC Survey Content Areas](#)

[Attachment J - FYS Review, Report of the Pitzer External Review Team](#)

[Attachment K - Understanding Student Experiences Transitioning to College-Level Writing During the COVID-19 Pandemic](#)