

**Santa Clara University**  
**COLLEGE OF ARTS AND SCIENCES**  
**COUNCIL OF CHAIRS**

Wednesday, December 7, 2011  
3:30-5:00 PM

Wiegand Conference Room, Arts and Sciences Building

MEETING AGENDA

**I. Announcements – Atom Yee**

- Welcome to Lisa Oстераas, new executive assistant to the Dean.
- Overview of Leadership Board
  - Purpose of the Board is to promote college's programs, faculty, students;
  - We will be contacting department chairs to schedule one-on-one lunch meetings with board members to become more familiar with departments and their needs.

**II. Overview of International Programs -- Susan Popko, Associate Provost for International Programs**

- *What is an international education?* is a question that needs to be asked today
  - a) We are an increasing borderless, global workplace;
  - b) What expectations do we have for study abroad students upon their return (what makes it a successful experience)?
    - Ideally will be a lifelong learning experience that will assist them in moving between different cultures.
- “Global understanding” is part of the new strategic plan – what does that mean?
  - a) Please see attached PowerPoint for different definitions;
  - b) Working to formulate a plan as to what we want students to experience during their time abroad. Susan has been surveying SCU colleagues their opinions concerning this throughout fall quarter;
  - c) Need to determine how we can further add to our community of global learners. We currently have international faculty, students studying abroad, students participating in immersion trips, foreign exchange students studying at SCU.
- It is understood faculty do not have great understanding of all abroad opportunities for students as there are so many.
  - a) Goal is to ascertain what academic departments would like for their students to experience during and bring back from abroad or immersion experiences so can match up with appropriate programs.
- At this point there is no financial aid available for students to participate in summer abroad programs.
- Please see copy of this PowerPoint presentation attached at the end of these minutes for further information.

### **III. Information Technology Update – Ron Danielson, Vice Provost for Information Services and CIO**

- Discussion of internet speed concerns at SCU
  - a) Internet speed needs have changed radically—speed is now 100 times faster than eleven years ago.
  - b) St. Joseph’s Hall internet problems are due to building’s wiring (running through phone lines); O’Connor and Environmental Studies/Science Montgomery House experiencing similar limitations. There will be analysis done to examine cost versus time that Montgomery House will be in use to determine if makes sense to rewire.
  - c) Limited financial resources reduces what we can do to remedy internet needs;
  - d) Summer 2013 will begin installation of new phone system and will require rewiring of several buildings over the summer (St. Joseph will be last to be done). Will start with rewiring data closet in Walsh during this holiday break.
- Father Smolarski inquired about updates concerning PC replacement program.
  - a) New faculty are given initial resources to purchase computers.
  - b) There is currently a moratorium on adding these new computers to replacement program. The Budget office made this decision and they have indicated they will update the campus in spring 2012.
- Chad Raphael inquired about the process for reserving computer labs in Harrington Commons for classroom/lab space.
  - a) At this point there is no official process in place to reserve classroom/lab space.
  - b) There is concern about allowing certain classes to utilize space and not others because they cannot accommodate everyone.
- Chad Raphael suggested the possibility of dividing labs into smaller spaces to be able to accommodate more requests. Ron said this has not been considered previously.
- Ron will be sending out an e-mail in January to survey the SCU community concerning what classroom technology needs are on campus.
- They are looking for faculty volunteers to utilize e-textbooks to determine how well they work.

### **IV. Core 2009 (Critical Thinking & Writing/Cultures & Ideas) Update – Phyllis Brown, Associate Provost, Undergraduate Studies and Phil Kesten, Associate Vice Provost, Undergraduate Studies**

- Phyllis Brown and Phil Kesten gave an update concerning the pre-enrollment process undertaken this past summer for CTW and C&I sequences for first-year students and outlined the ultimate outcomes (positive results, new/continued concerns).
  - a) This process was designed to resolve enrollment issues experienced by

previous incoming Core 2009 classes.

b) Please refer to copy of this PowerPoint presentation attached at end of these minutes for specific details.

- What is next for Core 2009 enrollment processes?
  - a) Continue collection of information concerning potential departmental, other conflicts with students' enrollment in their CTW/C&I sequences,
  - b) Work on better informing faculty advisors concerning this process,
  - c) Continue gathering feedback on how to improve this process.
- Reminder concerning syllabus core approval process:
  - a) Vital that department chairs ensure their courses are taught utilizing only approved syllabi for those satisfying core requirements.

#### **V. Queries from Chairs**

- Jack Gilbert inquired about status of Early Action freshman applicants. Kathleen Schneider said that more information needed to be gathered from Undergraduate Admission concerning this issue.

#### **VI. Adjournment**

# **International Education After The Strategic Plan**



**SUSAN M. POPKO  
ASSOCIATE PROVOST FOR INTERNATIONAL  
PROGRAMS**



## International Education

Opportunity to frame education abroad as part of a life-long process of moving between and among different cultures.

*This is becoming a borderless, global workplace. Children born today will spend part of their lives abroad, if they are successful professionals, in the same way their parents moved to different states.*

Ryssdal, Kai. Interview with Paul Saffo. "Jobs of the Future: The Next Generation's Job Market," *Marketplace*. APM. 26 Oct. 2010. Radio.



## **What is Global Understanding?**

- Ability to describe a complex global problem and articulate the various perspectives surrounding the issue?
- Ability to have serious conversations with people of a different race or ethnicity?
- Ability to have serious conversations with others who are very different from myself in terms of religious beliefs, political opinions or personal values?
- Understanding of inequities in the world and how one might engage with issues of social justice?



## **University Programs**

- Study Abroad – academic long term engagement
- Study Abroad – academic short term immersion
- Experiential Learning – non-credit bearing
- International Student – degree-seeking
- International Students – short-term exchange
- Faculty research and teaching
- International Faculty at SCU



## Priorities

- Health & Safety
- Data
- International Institutional Partnerships
- Study Abroad Portfolio:
  - Location-based 
  - Curriculum-based

# Questions? Comments?



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# CORE 2009 UPDATE

**Phyllis Brown**

Director of the Undergraduate Core Curriculum

**Phil Kesten**

Director of the Residential Learning Communities



## Overview

- Requests for help
  - Communication with faculty
  - Attention to Core approvals when scheduling courses
- Core Processes
- Requests from chairs
  - Clarify how students are assigned to Foundations sequences
  - Identify ways to avoid conflicts with required courses for majors
  - Identify ways to avoid courses with low enrollments
- Questions



## Pre-enrollment in Foundations Sequences

- Identification of a problem
  - Administrative challenge of two-course sequences
  - Student frustration with selection process for CTW and C& I sequences
  - Problems resulting from students' dropping or swapping courses
- Wide consultation
  - Faculty teaching foundations sequences
  - Faculty serving on Faculty Core Committees
  - Faculty and Drahmman advisors
  - Registrar's staff
  - Academic deans



## Pre-enrollment in Foundations Sequences

- Identification of a solution
  - Emphasize First-Year Experience rather than choice
  - Gather information about student interests and course themes
  - Develop computer code to match student interest with course themes
- Wide consultation
  - Faculty teaching foundations sequences
  - Faculty serving on Faculty Core Committees
  - Drahmman advisors
  - Registrar's and Admissions staff
  - Academic deans



## First Year Experience

- Foundations courses offer all students a shared intellectual experience at Santa Clara University.
- Foundation sequences go beyond routine or familiar ways of learning to explore integrated-participatory approaches to learning.
- The themes of the Foundations sequences help students explore complex, multi-dimensional topics which may investigate global or local economic, cultural, or social challenges in a rigorous intellectual environment.



## **SPIF: Supplemental Pre-Enrollment Information Form**

Santa Clara University is renowned for delivering an exciting first-year experience that introduces students to the challenges, opportunities, and pleasures of undergraduate education. To help you get off to a great start, you'll be a member of one of our nationally recognized Residential Learning Communities and you'll take some of your Core Curriculum courses with others in your community. The information you provide on this form will help us find the best course matches for you.

You're on your way!



# Ten Foundation Sequence Themes

1. Please tell us your level of interest in each of the following areas

3

	Very interested	Interested	Less interested
Art, Expression & Communication	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Civilization & its Histories	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Community & Society	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Cultural Interaction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Global Issues	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Personal Identity & Choices	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Politics, Economics & Social Science	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Social Justice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Science & Technology	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Sustainability & Environment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



## Ten Foundation Sequence Themes

Process for developing the themes

- Review topics descriptions for CTW and C&I courses
- Identify categories/shared themes
- Review key SCU values and themes
  - Global issues
  - Social justice
  - Sustainability
  - Arts
- Reduce number of themes to ten



## SPIF: Academic Interests

7. We'd like to know more about your academic interests. Please check as many as apply.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Accounting                     | <input type="checkbox"/> Economics              | <input type="checkbox"/> Music                      |
| <input type="checkbox"/> Anthropology                   | <input type="checkbox"/> Electrical engineering | <input type="checkbox"/> Information systems        |
| <input type="checkbox"/> Art history                    | <input type="checkbox"/> Engineering physics    | <input type="checkbox"/> Philosophy                 |
| <input type="checkbox"/> Biochemistry                   | <input type="checkbox"/> Environmental science  | <input type="checkbox"/> Physics                    |
| <input type="checkbox"/> Bioengineering                 | <input type="checkbox"/> Ethnic studies         | <input type="checkbox"/> Political science          |
| <input type="checkbox"/> Biology                        | <input type="checkbox"/> Finance                | <input type="checkbox"/> Psychology                 |
| <input type="checkbox"/> Chemistry                      | <input type="checkbox"/> Global studies         | <input type="checkbox"/> Health sciences            |
| <input type="checkbox"/> Civil engineering              | <input type="checkbox"/> History                | <input type="checkbox"/> Religion                   |
| <input type="checkbox"/> Classics                       | <input type="checkbox"/> K-12 teaching          | <input type="checkbox"/> Sociology                  |
| <input type="checkbox"/> Communication                  | <input type="checkbox"/> Languages and cultures | <input type="checkbox"/> Studio art                 |
| <input type="checkbox"/> Computer science & engineering | <input type="checkbox"/> Literature             | <input type="checkbox"/> Theatre                    |
| <input type="checkbox"/> Computer science & mathematics | <input type="checkbox"/> Management             | <input type="checkbox"/> Web design                 |
| <input type="checkbox"/> Dance                          | <input type="checkbox"/> Marketing              | <input type="checkbox"/> Women's and gender studies |
|   | <input type="checkbox"/> Mathematics            | <input type="checkbox"/> Writing                    |
|   | <input type="checkbox"/> Mechanical engineering |   |



## Identify Potential Conflicts

- Required courses for majors
  - Fall
  - Winter
  - Spring
- Lab times for Core Natural Science courses
- Athletic schedules



## Computer Code to match interests and themes

- Faculty associate CTW and C&I sequences with themes
- Students are assigned to RLCs
- CTW and C & I sequences are linked to RLCs
- SPIF provides information about student interests
- Application provides information about major
- Chairs provide information about potential conflicts



## What is Next?

We need

- Even better information about potential conflicts
- Better informed faculty advisors
- Feedback about how this process can be improved

We know

- We can avoid more conflicts in 2012
- We can avoid classes with low enrollments



# Conflicts Reported in Drahmman

English

History (three students)

Psychology (two students)

Public Health

Studio Art

Theatre Arts

Undeclared (two students)



## Requests for Help

- Communication with faculty
- Information about potential conflicts
- Feedback on processes
- Attention to Core approvals when scheduling courses



## Syllabus Approval Process

The Faculty Core Committee approves syllabi, not instructors.

We count on department chairs

- to make sure the approved course is listed accurately in PeopleSoft so that the Core attribute can be added
- to work with the deans to schedule courses for the Core that will meet student needs
- to assign faculty to teach courses
- to ensure that Core courses are taught with approved syllabi
- to evaluate faculty teaching in Core courses