Emerging Recommendations
WASC Self Study

Educating for Competence, Conscience and Compassion

1. Enhance the degree to which SCU educates students of competence, conscience, and compassion
    - Expand Community-Based Learning and immersion opportunities for the new Core curriculum
    - Expand international sites similar to Casa de Solidaridad in El Salvador
    - Develop strategies and practices to strengthen CCC among graduate and professional students.
2. Promote a broader understanding of CCC as integrated educational objectives
    - Better articulate and communicate the goal of integration of CCC
    - Improve coordination of programming across schools and colleges to avoid duplication and to make better use of limited resources.
3. Develop more effective indicators to assess competence, conscience, and compassion
    - Encourage curricular and cocurricular units to develop learning outcomes and, when relevant, to communicate clearly how the outcomes relate to competence, conscience, and compassion.
    - Continue to fine tune analysis and research methods to evaluate competence, conscience, and compassion, and to focus on their integration.

Promoting a Community of Inclusive Excellence

1. Increase diversity and inclusiveness
    - Make greater efforts to recruit and retain faculty of color
    - Make greater efforts to recruit and retain students of color
2. Foster a deeper understanding of the goal of promoting diversity and a community of inclusive excellence
    - Communicate more clearly the vision for and commitment to diversity and inclusive excellence
3. Develop more effective ways of promoting diversity and a community of inclusive excellence through improved structures and resources, throughout both curriculum and co-curriculum.
    - Provide additional and ongoing funding for curriculum development for diversity courses in the new Core Curriculum
    - Add new faculty lines to support the Diversity requirement in the new Core
    - Target funds for office spaces for OML, WGST and Ethnic Studies that can accommodate growth, purchase office copier for the MCC

Supporting the Teaching Scholar Model

1. Develop a clearer articulation and a broader understanding of the SC Teaching scholar model
    - Clarify definitions of faculty ranks (FT, PT, permanent, contingent) to facilitate institutional planning.
    - Continue discussion of the 2007 Lecturer Report; Provide more clarity in defining role of and support for non-tenure stream faculty in relation to the TSM
    - Develop a better understanding of faculty satisfaction or dissatisfaction around work-life balance.
2. Develop more effective ways of supporting the SC Teaching scholar model
    - Increase the number and percentage of tenure stream faculty over a five year period.
    - Increase the percentage of undergraduate courses taught by permanent faculty to 70%.
    - Reduce the teaching load and/or provide more opportunities for course releases for research active faculty
    - Avoid assigning associate professors to major administrative tasks immediately after tenure
    - Review the need for faculty-filled administrative positions and consider hiring professional staff for some administrative and advising responsibilities.
    - Develop an analysis of departmental support for teaching scholars and communicate the “best practices” to the University community.
3. Develop more effective ways of assessing the effectiveness of the SC Teaching scholar model and enhancing faculty performance as excellent teaching scholars. (recommendation forthcoming)