

EDUCATING FOR COMPETENCE, CONSCIENCE AND COMPASSION
WASC SUB-COMMITTEE
MINUTES
5-16-08

PRESENT: Mark Aschheim, Carol Ann Gittens, Gail Gradowski, Diane Jonte-Pace,
Cynthia Mertens, Monica Pariklh

Absent: Sonny Manuel, S.J., Tom Plante

1. Additional Reports received since the last meeting have been assigned to the following committee members for review:
 - a. Center for Science, Technology and Society – **Mark Aschheim**
 - b. Student Life – **Monica Pariklh**
 - c. Markkula Center for Applied Ethics – **Cynthia Mertens**
 - d. Department of Human Resources – **Carol Ann Gittens**
 - e. Campus Ministry – **Tom Plante**
2. Discover – **Cynthia** ask Discover to reference web links in its report.
3. School of Engineering: **Mark Aschheim** met with the Dean, and Mark will take the lead in drafting the overall report and will work with others who have been designated.
4. School of Education, Counseling Psychology & Pastoral Ministries - **Carol** will touch base with Dale Larson – we probably don't need a comprehensive report because information on the school can be included in the Executive Summary.
5. **Cynthia** reported that she met with Kristin Kusanovich and Carolyn Silberman, the co-directors of the Justice and the Arts Initiative (sponsored by Arts & Sciences). The program can perhaps be highlighted in our report, as it is a model for competence, conscience and compassion.
6. **Diane** reported that she spoke to Don Dodson who had useful suggestions on how to structure the report. The sub-committees should address the Standards and CPR in the introduction and conclusion. In the body of the report, standards should be sub-text rather than structure.
 - a. Diane will draft the overview.
 - b. Reflective essays – Chairs will draft with the assistance of one or two partners from the sub-committees.
 - c. Future Directions essays are a good place to start.
 - d. Reflective essays should trace changes over time, emphasize highlights and talk about the ways we want to strengthen the University.
 - e. Reflective essays should refer to the CFRs – but should not use these as the organizational structure.
 - f. The Reflective essay should refer to the Executive Summaries written by subcommittee members.

7. Our sub-committee should address how we want to strengthen the 3 Cs.
 - a. One possibility is to address how the various units around campus can integrate so that resources are used efficiently and effectively. Coordination and synergy would be a key goal which the sub-committee should address at its next meeting. We should also recognize that we are working on clearer ways of measuring the integration of the 3Cs into the life of the student body and university in general.
 - i. The new core requires all undergrads to participate in an experiential learning experience.

8. **Executive Summaries** (we may choose to call these simply “Summaries” or something else): one to two pages in length. These will be part of the exhibits in the Appendix. The summaries should provide brief answers to the research questions and should explain how the documents answer the question posed. The summaries will be prose style.
 - a. Relevant deadlines (also noted on the chart, discussed below) are as follows:

JUNE 6 – Summaries will be ready for Committee review
JUNE 17 – Reflective essay draft to Committee for review
JUNE 30 – Final draft of reflective essay to Diane
AUG. 15 – Diane sends reflective essays to all WASC committee members
SEPT. 15 – All-hands WASC retreat – documents ready for discussion
 - b. The lead committee member for each question should seek input from others on the committee as he or she sees fit.

9. **Cynthia** – will revise the chart “Evidence Reviewed and/or Discussed During Preparation of CCC CPR” that Diane drafted and will include the deadlines. (**Attached**)
 - a. We should look at the IR.
 - i. From the table in the Institutional Proposal, we can select what evidence we will include. We do not need to include everything listed. In fact, WASC encouraged us to be selective. WASC said we can also be selective about the research questions we choose to answer.
 - 1) Research Questions: Last year we ranked the questions, so we may want to look at that information. The summaries will answer the questions we select to address.

Evidence Reviewed and/or Discussed During Preparation of CCC CPR

Note: These “research questions” are drawn directly from our 2007 Institutional Proposal. In the “evidence reviewed” section we could sort the items on our website according to the IP research questions.

REFER TO THE IP AND SEE MINUTES OF 5-16-08 MEETING.

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PERSON ASSIGNED	<i>Research questions and selected CFRs</i>	<i>Evidence Reviewed (these are simply examples)</i>	<i>Executive Summary</i>
SONNY	<p>Is the goal of educating for CCC clearly defined? 1.1, 1.2, 2.2, 2.3</p> <p>Is the goal of educating for CCC clearly understood? 1.1, 1.2, 2.4</p>	<ul style="list-style-type: none"> • Strategic Plan • Mission Statement • Etc • Insert here highlights we’ve been gathering? 	<ul style="list-style-type: none"> • www.scu.edu/wasc/... • (post summaries written by subcommittee members)
MONICA & CAROL	<p>Is the goal of educating for CCC expressed in curricular and cocurricular learning objectives? 2.2, 2.3, 2.6</p>	<ul style="list-style-type: none"> • Core Curriculum • Graduate Curricula • Campus ministry • Future Directions 	
MONICA	<p>What resources does the University provide to support educating for CCC? 2.13, 3.5, 3.6, 3.7</p>	<ul style="list-style-type: none"> • Ignatian Center • Ethics Center • RLCs • Curricular support • etc 	
TOM & GAIL	<p>How does the University support educating for CCC in faculty and staff incentive, evaluation, development? 3.3</p>	<ul style="list-style-type: none"> • Faculty Development • Faculty Publications • Etc. 	
CAROL	<p>How does program review, learning assessment & new program approval take goal into consideration? 4.1, 4.4</p>	<ul style="list-style-type: none"> • Academic Affairs Committee • Core Assessment plan, etc. 	