

**PROPOSED WASC THEMES
DRAFT FOR DISCUSSION**

**THEME ONE:
EDUCATING FOR COMPETENCE, CONSCIENCE, AND COMPASSION**

<p>Primary Focus</p>	<p>Capacity and Preparatory Review <i>Review of resources, structures, processes; infrastructure to support educational effectiveness; status of preparations for Educational Effectiveness Report</i></p>	<p>Educational Effectiveness Review <i>Review of how effectively students are learning and whether this is good enough; how effectively program review and other quality assurance systems are working; how effectively institutional learning occurs and is translated into improvement</i></p>
<p>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</p> <p>The institution has a clear sense of its purposes and operates with integrity.</p>	<p>What does “educating for competence, conscience, and compassion” mean at Santa Clara University?</p> <p>To what extent is this a single integrated goal versus a set of three related but separate goals?</p> <p>Is this goal clearly defined and well understood throughout the University?</p> <p>How does this goal relate to the University’s commitment to diversity and to academic freedom?</p> <p>What questions or concerns do members of the campus community have about this goal?</p>	<p>How can Santa Clara University better define and deepen understanding of the goal of “educating for competence, conscience, and compassion”?</p> <p>How can campus culture, decision-making, and patterns of discourse serve more effectively as models of competence, conscience, and compassion?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
<p>Standard 2: Achieving Educational Objectives Through Core Functions</p> <p>The institution attains its educational objectives by effectively carrying out its core functions of teaching and learning, scholarship and creative activity, and</p>	<p>How is the goal of competence, conscience, and compassion currently expressed in terms of expected student learning outcomes in the Core Curriculum?</p> <p>How is this goal currently expressed in terms of expected student learning outcomes in the majors?</p>	<p>What evidence is there that students are achieving expected learning outcomes related to competence, conscience, and compassion?</p> <p>How can we better articulate and assess expected student learning outcomes related to competence, conscience, and compassion?</p>

<p>support for student learning.</p>	<p>How are student learning outcomes currently assessed in the Core Curriculum and the majors?</p> <p>How are graduate and professional programs addressing this goal and what challenges do they face?</p> <p>How does Santa Clara attempt to promote this goal through the Centers of Distinction, Residential Learning Communities, Center for Student Leadership, Study Abroad, community-based learning and immersion programs, student-faculty research programs, and other educational programs outside the Core Curriculum and the majors?</p>	<p>How can we become more effective in educating for competence, conscience, and compassion through the Core Curriculum, the majors, and other academic and co-curricular programs?</p> <p>How can we better support scholarly and creative work that reflects this goal?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
<p>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability</p> <p>The institution sustains its operations and supports its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures.</p>	<p>How does Santa Clara University currently support the goal of educating for competence, conscience, and compassion through:</p> <p>(a) faculty and staff recruitment, incentive, and evaluation practices;</p> <p>(b) faculty and staff development programs;</p> <p>(c) financial and other resources; and</p> <p>(d) organizational structures and decision-making processes?</p>	<p>How can we align and use our resources more effectively to support the goal of educating for competence, conscience, and compassion?</p> <p>How can faculty and staff development programs advance this goal more effectively?</p> <p>How can we better integrate our efforts?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What commitments to improve effectiveness will we make?</p>
<p>Standard 4: Creating an Organization Committed to Learning and Improvement</p> <p>The institution demonstrates a commitment to learning and improvement through</p>	<p>How is the goal of educating for competence, conscience, and compassion currently built into formal planning processes and how does it guide the setting of institutional priorities?</p> <p>To what extent is this goal currently reviewed through quality assurance processes,</p>	<p>What are we learning from the evidence we're gathering?</p> <p>How well do our current quality assurance systems allow us to differentiate adequate and superior student learning in this arena?</p> <p>Are these levels of student</p>

<p>sustained, evidence-based, and participatory discussion of how effectively it is accomplishing its purposes and achieving its educational objectives.</p>	<p>including new curriculum and program approval processes, periodic program review, and assessment of student learning outcomes?</p> <p>What are the institutional research capacities to evaluate effectiveness in accomplishing this goal?</p> <p>How does the University currently use evidence to improve its effectiveness in achieving this goal?</p>	<p>learning “good enough”?</p> <p>How can we improve our performance as a planning and learning organization in relation to the goal of competence, conscience, and compassion?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
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**THEME TWO:
STRENGTHENING THE SANTA CLARA TEACHING SCHOLAR MODEL**

<p>Primary Focus</p>	<p>Capacity and Preparatory Review <i>Review of resources, structures, processes; infrastructure to support educational effectiveness; status of preparations for Educational Effectiveness Report</i></p>	<p>Educational Effectiveness Review <i>Review of how effectively students are learning and whether this is good enough; how effectively program review and other quality assurance systems are working; how effectively institutional learning occurs and is translated into improvement</i></p>
<p>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</p> <p>The institution has a clear sense of its purposes and operates with integrity.</p>	<p>What is the Santa Clara “teaching scholar model” and how is it different from other models of faculty work?</p> <p>How clearly, widely, and consistently has the University articulated this model?</p> <p>How does this model relate to academic freedom and diversity?</p>	<p>How can we clarify and enrich our understanding of this model?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
<p>Standard 2: Achieving Educational Objectives Through Core Functions</p> <p>The institution attains its educational objectives by effectively carrying out its core functions of teaching and learning, scholarship and creative activity, and support for student learning.</p>	<p>What educational objectives is Santa Clara’s teaching scholar model intended to advance?</p> <p>What assumptions does the teaching scholar model make about the relationship between teaching and scholarship?</p> <p>What assumptions does it make about the relationship between faculty work and student learning?</p> <p>How does the teaching scholar model relate to the overarching student learning goal of competence, conscience, and compassion?</p> <p>Is there any tension between this overarching learning goal and the teaching scholar</p>	<p>What evidence is there that the teaching scholar model enhances student learning?</p> <p>How can we improve the effectiveness of the teaching scholar model?</p> <p>How can we align our expectations of faculty more effectively with our expectations for student learning?</p> <p>How can the teaching scholar model be linked more closely with student research opportunities?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p>

	model?	What specific commitments to improve effectiveness will we make?
<p>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability</p> <p>The institution sustains its operations and supports its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures.</p>	<p>What is the current size and composition of the faculty?</p> <p>How have these changed over time in relation to student enrollment and other variables?</p> <p>To what categories of faculty does the teaching scholar model apply?</p> <p>What are the expectations for teaching, scholarship, and service respectively?</p> <p>How clearly, consistently, and effectively are these expectations reflected in standards, policies, and procedures for appointment, evaluation, promotion, and tenure?</p> <p>How does the University currently address the needs of its teaching scholars through resources and faculty development programs?</p> <p>What concerns do faculty have about the teaching scholar model?</p> <p>How do these concerns differ by faculty rank, locus of appointment, or demographic variables?</p> <p>How have these concerns changed over time?</p>	<p>Given the University's mission and goals, what should the balance between full-time and part-time faculty be?</p> <p>What should the balance between tenure-track and non-tenure-track faculty be?</p> <p>What principles should guide decisions about faculty size and composition?</p> <p>How can we improve appointment, evaluation, promotion, and tenure standards?</p> <p>How can the University enhance work-life balance and reduce obstacles that faculty face in meeting expectations as teaching scholars?</p> <p>How can the University better support the needs of its teaching scholars?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
<p>Standard 4: Creating an Organization Committed to Learning and Improvement</p> <p>The institution demonstrates a commitment to learning and improvement through</p>	<p>How are faculty currently involved in planning at the department, school, and institutional level?</p> <p>How are faculty currently involved in quality assurance processes such as new</p>	<p>How can the faculty exercise greater collective responsibility for planning, quality assurance, and improvement of educational programs?</p> <p>How can the University better</p>

<p>sustained, evidence-based, and participatory discussion of how effectively it is accomplishing its purposes and achieving its educational objectives.</p>	<p>curriculum and program approval, periodic program review, and ongoing assessment of student learning?</p> <p>To what extent have faculty assumed collective responsibility for quality assurance processes and used them purposefully to improve the effectiveness of the curriculum, pedagogy, and student learning?</p> <p>To what extent does the University collect, analyze, and respond to evidence about the effectiveness of the teaching scholar model?</p>	<p>support the faculty in exercising such responsibility?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
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**THEME THREE:
PROMOTING A COMMUNITY OF INCLUSIVE EXCELLENCE**

<p>Primary Focus</p>	<p>Capacity and Preparatory Review <i>Review of resources, structures, processes; infrastructure to support educational effectiveness; status of preparations for Educational Effectiveness Report</i></p>	<p>Educational Effectiveness Review <i>Review of how effectively students are learning and whether this is good enough; how effectively program review and other quality assurance systems are working; how effectively institutional learning occurs and is translated into improvement</i></p>
<p>Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives</p> <p>The institution has a clear sense of its purposes and operates with integrity.</p>	<p>What do we mean by diversity and inclusive excellence at Santa Clara University?</p> <p>Why is this issue important at Santa Clara?</p> <p>What is the history and current status of diversity initiatives at Santa Clara?</p> <p>How does the University express its commitment to diversity in its key documents and policies?</p>	<p>How can Santa Clara better articulate its institutional commitment to diversity and inclusive excellence?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
<p>Standard 2: Achieving Educational Objectives Through Core Functions</p> <p>The institution attains its educational objectives by effectively carrying out its core functions of teaching and learning, scholarship and creative activity, and support for student learning.</p>	<p>How is diversity reflected in the curricular content of academic programs at both the undergraduate and graduate level?</p> <p>How is it reflected in the learning goals and objectives of academic programs at both the undergraduate and graduate level?</p> <p>What is the relationship between pedagogy and inclusive excellence at Santa Clara?</p> <p>How does Santa Clara promote a community of inclusive excellence through</p>	<p>What evidence of student learning around issues of diversity do we have?</p> <p>How are we using this evidence to improve the curriculum and student learning?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>

	<p>student life programs, community-based learning, immersion, and other University programs outside the regular curriculum?</p>	
<p>Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability</p> <p>The institution sustains its operations and supports its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures.</p>	<p>How diverse are the faculty, staff, undergraduate students, graduate students, administration, governing board, and advisory boards of the University?</p> <p>How does the University act as a community of inclusive excellence through recruitment and retention?</p> <p>How does the University reflect a community of inclusive excellence in its leadership positions?</p> <p>What changes over time have there been?</p> <p>How do current policies, procedures, resource allocation decisions, and other practices promote or impede the development of a community of inclusive excellence?</p> <p>What is the campus climate for diversity and inclusive excellence?</p>	<p>How can we increase diversity and inclusive excellence at Santa Clara?</p> <p>How can we better promote inclusive excellence?</p> <p>How can we improve the campus climate for diversity and inclusive excellence?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>
<p>Standard 4: Creating an Organization Committed to Learning and Improvement</p> <p>The institution demonstrates a commitment to learning and improvement through sustained, evidence-based, and participatory discussion of how effectively it is accomplishing its purposes and achieving its educational objectives.</p>	<p>How does the University currently use its planning and quality assurance processes to reflect and promote a community of inclusive excellence?</p> <p>To what extent does the University collect, analyze, and respond to evidence about diversity and inclusive excellence at Santa Clara?</p>	<p>How can we use our planning and quality assurance processes more effectively to promote a community of inclusive excellence?</p> <p>How are we responding to issues raised in the Capacity and Preparatory Review?</p> <p>What specific commitments to improve effectiveness will we make?</p>