

## **WHAT REALLY MATTERS ON OUR CAMPUS? POSSIBLE WASC THEMES**

This list of possible themes for Santa Clara's WASC self-study is compiled from responses by members of the University Planning Council (UPC) to the exercise titled "What Really Matters on Your Campus?" Responses have been sorted into general categories. It should be noted that "possible areas of study" listed in some categories could also be incorporated into other categories.

Numbers in parentheses at the end of each category title indicate the number of UPC members identifying this as an important institutional issue or topic. Numbers at the end of the examples in "possible areas of study" indicate the number of FSC members specifically mentioning this issue. The compiler (Don Dodson) has also listed other possible areas of study for several of the themes even if they weren't specifically mentioned in the responses.

The results reported below are based on responses from 12 out of 16 members of the University Planning Council. The results are consistent with those from the companion exercise titled "Preliminary Self-Review Under the Standards."

### **I. CONTINUOUS IMPROVEMENT PROCESSES: ASSESSMENT AND PROGRAM REVIEW (10)**

*Important because:*

- Central focus of WASC standards and issue on which WASC put us on notice last time. We will need to address it whether or not it is one of our themes.
- Are we utilizing results of assessment?
- I don't think we rely enough on quantitative data (Standard 4.3). The "culture" of evidence and improvement needs to be deeper and wider (Standard 4.6).
- Are we doing what we think we are doing?
- Need for greater specificity of learning expectations and how they will be measured and evaluated. Need for institutional metrics of success in achieving our vision, mission and values. These have been previous concerns of WASC and the UPC. I'm just not sure of the progress we are making.
- Lack of expertise and commitment [for] faculty engagement in assessment of student learning.
- Develop plan for assessing student learning and faculty engagement.
- Develop and implement a process for continuous program of self-assessment.

*Possible areas of study:*

- Current assessment processes (2)
- Current program review processes (1)
- Evidence of achievement (3)

- Use in planning (2)
- Use in program improvement (1)
- Responsibility of faculty and others (1)
- Effectiveness of processes (1)
- Support for engagement in processes (1)

## **II. TEACHING SCHOLAR MODEL (9)**

*Important because:*

- Issue faculty talk about most. Issue Provost's Office and Deans want to work on anyway. Encompasses many specific issues that need attention.
- Don't necessarily get same "buy-in" to institutional mission with part-time faculty.
- Faculty buy-in critical; how can they be most creative in teaching and scholarship.
- Portfolio mix: Can we support scholarship? Institutional service demands: Should faculty be expected to "integrate" co-curriculum with teaching-scholar? Teaching loads vs. scholarship expectations: What kind of place do we want to be? Faculty governance: lack of significant involvement.
- Faculty effectiveness
- Question of workload and balance of teaching, scholarship, service/governance demands plus demands of families.
- Do we have the faculty that we need to do the job we are supposed to do? How can we teach things we don't know? How can we get new blood?
- Tensions from rising expectations for scholarship. Resources to support scholarship are not keeping up. Unclear what is the "model" for profile of faculty.
- Heavy reliance on temporary and part-time faculty undermines academic quality. Starting to affect morale in departments.
- Articulate (and strengthen) statements of faculty expectations to align with institutional goals.

*Possible areas of study:*

- Clarification of model (1)
- Size and composition of faculty (2)
- Faculty workload (2)
- Portfolio mix and essential functions (2)
- Roles of different categories of faculty
- Faculty evaluation (1)
- Promotion and tenure expectations (1)
- Faculty development support
- Impact of model on student learning
- Resource planning and development (2)

## **III. DIVERSITY AND INCLUSIVE EXCELLENCE (6)**

*Important because:*

- We still have problems in this area and WASC put us on notice last time. We will have to address it whether or not it is one of our themes.
- Diversity of faculty, staff and students is an important challenge with room for improvement (Standard 1.5). Diversity of students and financial aid are related (Standard 2.13).
- Can't educate for a diverse world in the absence of that diversity.
- Critical issue of our day particularly in light of polarization.
- Effective student learning at all levels.
- How globalization/diversity will affect content and pedagogy in curriculum. While part of Future Directions as a theme, this seems to be an overarching issue that might cut across all disciplines.
- Lack of significant progress in diversifying faculty since last WASC visit. No effective structure for diversity promotion.

*Possible areas of study:*

- Student demographics and trends (2)
- Faculty demographics and trends (2)
- Staff demographics and trends (2)
- Student support services (1)
- Leadership positions and boards (1)
- Incorporation into curriculum (1)
- Incorporation into co-curriculum
- Student learning (1)
- Organizational structures (1)
- Policies and procedures
- Pedagogy and scholarship
- Campus culture
- Obstacles and opportunities

#### **IV. COMPETENCE, CONSCIENCE, AND COMPASSION (4)**

*Important because:*

- We need to articulate what this means in terms of student outcomes, particularly to guide the Core curriculum and majors.
- Need to know if we are graduating students of competence, conscience, and compassion. Important to everyone.
- Distinctiveness of Jesuit education.
- Balance of national prominence, especially as measured by quality of students, and institutional commitment to poor/marginalized/minorities. These could be "competing goods" that need to be resolved/balanced.

*Possible areas of study:*

- Conceptual development of the construct
- Solidarity (1)
- Competing goods (1)

- Specific learning outcomes
- Current evidence (1)
- Assessment plan
- Role of core curriculum and majors
- Role in graduate programs
- Role of centers
- Programs in support of ideal
- Obstacles and opportunities

## **V. FINANCIAL PLANNING AND RESOURCES (4)**

*Important because:*

- Need to increase endowment
- Do we have the resources to do what we are supposed to do? Are faculty well enough supported? How can we embrace new opportunities more quickly? Can we afford to educate the non-wealthy students?

*Possible areas of study:*

- Endowment (1)
- Coordination of planning and budget (1)
- Infrastructure (1)
- Alignment of resources and academic needs (2)
- Tuition and financial aid strategy (1)

## **VI. IMPLEMENTATION OF CORE CURRICULUM (2)**

*Important because:*

- Reflects what we value most and what we will be doing anyway.
- What should all students be able to do/know at graduation?

*Possible areas of study:*

- Learning outcomes (1)
- Assessment plan
- Curriculum development
- Faculty development
- Resource planning and development

## **VII. GLOBALIZATION (2)**

*Important because:*

- Important to curriculum, faculty development, RLC's, student diversity, and university's role in the world.
- How globalization/diversity will affect content and pedagogy in curriculum. While part of Future Directions as a theme, this seems to be an overarching issue that might cut across all disciplines.

*Possible areas of study:*

- Core curriculum
- Majors
- Interdisciplinary programs
- Centers of distinction
- Study abroad
- Exchange programs
- Immersion programs

## **VIII. ACADEMIC EXCELLENCE (2)**

*Important because:*

- [That's] why students come to SCU
- Outstanding teaching and learning [are] important to students, faculty, parents, all who care about education.

*Possible areas of study:*

## **IX. ROLE OF GRADUATE PROGRAMS (2)**

*Important because:*

- Are we too dominated by the undergraduate liberal arts college? Are we neglecting our graduate and professional students and schools? Do we really want them???

*Possible areas of study:*

- Assessment of graduate program learning outcomes (1)
- Relationship between liberal arts and professional education (1)
- Relationship between undergraduate and graduate programs (2)

## **X. INSTITUTIONAL LEADERSHIP AND ORGANIZATIONAL STRUCTURES (2)**

*Important because:*

- The responsibility and accountability of people in leadership is important to all (Standard 1.3). Some lines of authority are not as clear as they could be (Standard 3.8).
- Do we have the right leaders in place and are we grooming future leaders? Is the university too much of a one-man show? Has our president surrounded himself with yes-men? Do we discourage leadership?

*Possible areas of study:*

- Lines of authority (1)
- Accountability (1)

- Leadership development (1)
- Succession planning (1)

## **XI. REPUTATION AND MARKETING (2)**

*Important because:*

- [Outstanding teaching and learning, first-rate student life support systems, and first-rate facilities] will lead to a first-rate university, but the story has to be related to the marketplace.
- Can't we be better recognized for our current strengths? What can we do to enhance our reputation locally and nationally?

*Possible areas of study:*

- Marketing (2)

## **XII. TECHNOLOGY (1)**

*Important because:*

- Too many past IT disasters

*Possible areas of study:*

- Investment in stable IT (1)
- Distance education (1)

## **XIII. STUDENT RECRUITMENT (1)**

*Important because:*

- [Important to] institution as a whole to improve student quality at undergraduate level/premium price.

*Possible areas of study:*

- Outreach to high school counselors (1)

## **XIV. STUDENT SUPPORT SYSTEMS (1)**

*Important because:*

- Critical to student success inside and outside the classroom.

*Possible areas of study:*

## **XV. FACILITIES (1)**

*Important because:*

- First-rate facilities are critical to faculty and students.

*Possible areas of study:*

## **XVI. ATHLETIC PROGRAM (1)**

*Important because:*

- First-rate athletic program, consistent with institutional mission, is important for school spirit and pride. Reference: Duke, Notre Dame, Boston College, as examples.

*Possible areas of study:*

## **XVII. INTEGRATION OF FUTURE DIRECTIONS THEMES (1)**

*Important because:*

- Way to improve quality and distinctiveness. Useful method of strategic planning, looking ahead, and making needed changes.

*Possible areas of study:*

## **XVIII. GENERAL ROLE OF UNIVERSITY (1)**

Is the university properly serving its role at this moment in time and in this particular place? Are we keeping up with modern trends in learning and education? Do we understand, value, and exploit our location in Silicon Valley? Are we making the best of the classroom experience? What should we do about distance learning?

*Important because:*

*Possible areas of study:*

## **XIX. PREPARATION FOR ABA ACCREDITATION REVIEW (1)**

*Important because:*

*Possible areas of study:*

## **XX. STRATEGIC PLAN (1)**

*Important because:*

*Possible areas of study:*

## **XXI. CURRICULAR OPPORTUNITIES (1)**

*Important because:*

- Enhance programs that enrich curricular opportunities and interdisciplinary opportunities

*Possible areas of study:*