

Spring 2001

Dear Colleagues and Friends of Santa Clara University:

I am happy to present our Strategic Plan for 2001 and beyond. This plan was approved by the Board of Trustees at its February 2001 meeting. It represents the third iteration of a dynamic, forward-looking plan that was originally adopted by the Board of Trustees in May 1996. Over the past five years, this plan has been a guiding force for many accomplishments that enhance the quality of our Jesuit education. A few highlights of our accomplishments:

- ◆ The University centers of distinction—in Jesuit education, ethics, community-based education, and science, technology and society—are flourishing with able leadership and ambitious plans for the future.
- ◆ The integration of the Academic Affairs and Student Affairs divisions has fostered a greater integration in student learning, especially in the areas of residential education, leadership education, multicultural education, and student advising and support services.
- ◆ Faculty members have increased their use of technology to improve research and student learning in creative ways.
- ◆ New facilities have improved resources for educational excellence and enhanced the beauty of the campus.
- ◆ Support for the University from generous benefactors has increased dramatically to advance our vision of Jesuit, Catholic education and to fulfill critical needs and priorities.

These and many other accomplishments have been made possible, in large part, by the focus and energy provided by setting priorities through planning—and acting upon them.

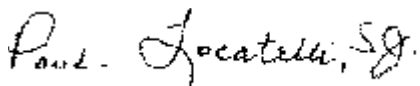
This plan looks to the future while preserving the major themes and strategic priorities of the previous version. It places new emphasis on increasing support for our talented faculty members to excel as teaching scholars; expanding community-based learning programs and identifying the Pedro Arrupe, S.J. Center for Community-Based Learning as the fourth University center of distinction; developing further our residential learning communities; integrating technology in a humanistic education; improving

financial planning; and developing a University-wide marketing program to communicate our core messages and competitive advantages.

I believe that this, our 150th year as the oldest university in California, is a time not only to celebrate the past but also to secure Santa Clara's future as a premier Jesuit and Catholic university and one of America's most distinctive and exciting institutions of higher education.

Please join me in making this vision a reality.

Sincerely,

A handwritten signature in black ink that reads "Paul Locatelli, S.J." The signature is written in a cursive style with a large initial "P" and a distinct "S.J." at the end.

Paul Locatelli, S.J.
President

Santa Clara University

Strategic Plan 2001

Proud of its past and confident in its future, Santa Clara University celebrates its 150th anniversary during the 2000-2001 academic year. This sesquicentennial year also marks the fifth year of a strategic planning process that has sharpened Santa Clara's focus, heightened its vitality, laid the groundwork for increased external support, and augmented its recognition as a Jesuit university with a special mission and role in our society.

The strategic plan adopted by the Board of Trustees in May 1996 and updated in February 1998 proposed a general set of directions and initiatives that has served Santa Clara well. This second update of the strategic plan reaffirms the goals of the previous versions while incorporating some editorial changes and placing greater emphasis on the following priorities: education for citizenship, the use of technology to enhance teaching and learning, the expansion of residential learning communities and community-based learning programs, and support for faculty members in their work as teaching scholars.

The essence of the plan lies not so much in the words on paper as in a frame of mind and an orientation to action. As Father Paul Locatelli said in his 1995 convocation speech, what is important "is a process and culture of thinking and acting strategically, more than the drafting of lengthy plans. It is ensuring consistency between what we say about ourselves and who we are and what we do at every level of the University."

Three themes pervade the plan and invite our continuing commitment: *excellence, distinctiveness, and connectedness.*

- ◆ In the words of the Statement of Purpose, *excellence* challenges us to ensure "rigorous and imaginative scholarship; excellent teaching in and out of the classroom; and educational programs designed to provide breadth and depth, to encourage the integration of different forms of knowledge, and to stimulate not only the acquisition but also the creative and humane use of knowledge."

- ◆ We are challenged by *distinctiveness* to honor our heritage as a Catholic, Jesuit institution, to promote and exploit our particular strengths, and to take advantage of the unique cultural, social, and geographical opportunities afforded by our region.
- ◆ *Connectedness* challenges us to bridge different forms of knowledge, to educate the whole person, and to relate what we know to what we do. Connectedness also invites us to unite heterogeneous segments of the University community and to ally the University with the broader society we serve.

Three directional statements complement the existing Statement of Purpose and Guiding Principles. These three statements describe the kind of university we hope to become (Strategic Vision); our core purpose and the constituencies we serve (University Mission); and the beliefs we must live out if we are to be successful (Fundamental Values). If we are to exercise what these statements require, we must examine Santa Clara's strengths and weaknesses unflinchingly and commit ourselves to closing any gaps between ideal and reality. Our success in doing so will enable us to achieve national recognition as a distinctive university of exceptional quality.

STRATEGIC VISION

Santa Clara University will excel in educating men and women to be leaders of competence, conscience, and compassion. By combining teaching and scholarship of high quality, an integrated education in the Jesuit tradition, and a commitment to students as persons, we will prepare them for professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need.

UNIVERSITY MISSION

Santa Clara University is a Catholic and Jesuit institution that makes student learning its central focus, promotes faculty and staff learning in its various forms, and exhibits organizational learning as it deals with the challenges facing it.

Student learning takes place at the undergraduate and graduate level in an educational environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world.

As an academic community, we expand the boundaries of knowledge and insight through teaching, research, artistic expression, and other forms of scholarship. It is primarily through discovering, communicating, and applying knowledge that we exercise our institutional responsibility as a voice of reason and conscience in society.

We offer challenging academic programs and demonstrate a commitment to the development of:

- ◆ *Undergraduate students who seek an education with a strong humanistic orientation in a primarily residential setting.*
- ◆ *Graduate students, many of them working professionals in Silicon Valley, who seek advanced degree programs that prepare them to make significant contributions to their fields.*

In addition to these core programs, we also provide a variety of continuing education and professional development opportunities for non-matriculated students.

FUNDAMENTAL VALUES

We hold ourselves responsible for living out these core values, which are critical for carrying out our mission in pursuit of our vision:

- ◆ *Academic Quality. We seek an uncompromising standard of excellence in teaching, learning, and scholarship. All three elements are essential to academic quality at Santa Clara. We prize original scholarship for its own sake and for the contribution it makes to teaching and to the betterment of society. Our commitment to academic freedom is unwavering.*
- ◆ *Integrated Learning. While valuing the integrity of established disciplines, we endeavor to integrate different forms of knowledge, to educate the whole person, and to foster moral and spiritual development. By promoting learning in everything we do, we foster a lifelong passion for learning.*
- ◆ *Commitment to Students. As teachers and scholars, mentors and facilitators, we nurture and challenge students as we help them become independent learners and responsible leaders in society.*

- ◆ *Service to Others.* We promote throughout the University a culture of service—service not only to those who study and work at Santa Clara but also to society in general and to its most disadvantaged members.
- ◆ *Community and Diversity.* We cherish our diverse community and the roots that must sustain it: shared values amidst diversity, close personal relationships, effective communication, respect for others, and an engaged concern for the common good of the campus, the local community, and the global society.
- ◆ *Jesuit Distinctiveness.* We preserve and renew the Jesuit tradition, which incorporates all of these core values. Our tradition is an expression of Christian humanism in which faith and reason together animate the most fundamental human quest—the pursuit of truth and goodness. This pursuit challenges us to counter inhumanity with humanity, to act ethically, and to promote justice with faith. We also take part in the broader Catholic tradition to which Jesuits have made a major contribution.

STRATEGIC INITIATIVES

Relying on the vision, mission, and values presented above, the plan outlines three strategic initiatives, each interlinked and dependent on one another for their accomplishment.

The first two initiatives, *Building a Community of Scholars* and *Providing an Integrated Education*, establish the strategic direction we will take to realize our vision. The third, *Focusing Resources for Excellence*, provides the means for doing so. Even as we strive to expand our resource base, it will be critical to pursue the first two initiatives through the creative use of available resources.

In the outline below, each initiative is followed by questions intended to stimulate creative thinking and strategic action. Each question is answered, in part, by goals that should focus and direct actions at the University level and within every academic and administrative area. Programs will be evaluated and funded according to their effectiveness in advancing the University's mission and strategic priorities.

The initiatives and challenges in this Strategic Plan are not intended to be all-inclusive. But while many other issues will also require attention, these

are the ones that will make the greatest strategic difference in enhancing Santa Clara's quality, reputation, and competitiveness.

Building A Community of Scholars

We will foster a vital community of scholars whose members collaborate as partners in learning and scholarship.

It is widely believed that a sense of community is not only an ideal but a distinctive strength of Santa Clara—a strength that contributes significantly to our quality and competitiveness. Yet Santa Clara is not immune to the forces of fragmentation that affect other institutions in society. The experience of community, especially the learning community, must be actively nurtured. We must find ways to enrich this experience of community for all Santa Clarans—undergraduate and graduate students, faculty and staff, alumni and parents, friends and supporters—and to ground it more firmly in the intellectual life of the University and its emphasis on student learning.

Responding to this challenge will require continued institutional commitment to supporting teaching and scholarship of high quality, prompting a dynamic relationship between the two, encouraging close interaction between faculty and students, and inviting all members of the University community to participate in its intellectual life. While all constituencies of the University play a role in responding to this challenge, faculty have a central responsibility for fostering the intellectual collaboration essential for a vital community of scholars.

Strategic challenges:

1.A. How can Santa Clara, with the leadership of its faculty, foster the intellectual collaboration necessary for building a community of scholars and providing an integrated education?

Goals:

- ▶ Stimulate and support cross-disciplinary inquiry. [1.A.1.]
- ▶ Connect co-curricular programs more closely with curricular programs, develop residential learning communities, and expand opportunities for students to engage in scholarly or creative work under the guidance of a faculty mentor. [1.A.2.]

- ▶ Create and support more opportunities for graduate students to participate in the intellectual and cultural life of the University. [1.A.3.]
- ▶ Engage alumni more actively in the intellectual and cultural life of the University. [1.A.4.]

1.B. How can Santa Clara support faculty in their efforts to exemplify the ideal of the teaching scholar?

Goals:

- ▶ With a judicious use of adjunct faculty, maintain a full-time faculty that is sufficient in size and composition to promote excellence in teaching, learning, and scholarship. [1.B.1.]
- ▶ Provide faculty development programs that support the professional needs of faculty members at different stages of their careers as teaching scholars. [1.B.2.]
- ▶ Increase support for curricular, pedagogical, research, and creative projects that enable faculty members to excel as teaching scholars. [1.B.3.]

1.C. How can Santa Clara continue to enrich the quality and diversity of its community of scholars?

Goals:

- ▶ Recruit and retain faculty and staff with outstanding professional qualifications and a commitment to advance the University's vision, mission, and values. [1.C.1.]
- ▶ Increase the number of endowed professorships and target them to support Santa Clara's strategic initiatives. [1.C.2.]
- ▶ Improve the quality of incoming students as reflected in their academic performance and their potential to become leaders of competence, conscience, and compassion. [1.C.3.]
- ▶ Increase diversity among faculty, staff, and students, with special emphasis on members of historically under-represented ethnic groups. [1.C.4.]

- ▶ Intensify efforts to recruit and retain members of the Society of Jesus. [1.C.5.]

Providing An Integrated Education

We will foster the education of the whole person and enable students to make connections among different forms of knowledge, faith, understanding, and experience.

Our 1999 accreditation self-study presented four broad goals of an undergraduate education at Santa Clara, as approved by the Board of Trustees: communication and reasoning, breadth of learning, depth of learning, and community. Each college and school has also developed learning goals specific to its graduate program. Students achieve these goals not only through the formal curriculum but also through other kinds of educational experiences.

As reflected in the Statement of Purpose, in which Santa Clara “declares its purpose to be the education of the whole person within the Catholic and Jesuit tradition,” a holistic approach to learning should be a distinguishing mark of a Santa Clara education. We should ask not only what we know, but also what we value and how we integrate education with how we act in our personal lives and as members of society.

An integrated education is one that encourages students to seek connections between different ways of knowing and being in the world, between different forms of knowledge within the established disciplines, and between new knowledge and that which preceded it.

Our concept of the “whole person” inevitably embraces our social nature. When he inaugurated Santa Clara’s sesquicentennial year, Father Peter-Hans Kolvenbach, Superior General of the Society of Jesus, noted that “Tomorrow’s ‘whole person’ cannot be whole without an educated awareness of society and culture with which to contribute socially, generously, in the real world.” Calling for a new Jesuit educational standard, “to educate the whole person of solidarity in the real world,” he explained: “Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering, and engage in it constructively. They should learn to perceive, think, judge, choose, and act for the rights of others, especially the disadvantaged and the oppressed.”

In order to provide an integrated educational experience, we must offer a curriculum and other learning experiences whose content and pattern combine the acquisition and creation of knowledge with the quest for meaning and purpose. At the undergraduate level, for example, this learning environment should encourage students to make connections across the core curriculum, the academic major, and elective courses. It should also help students relate their classroom learning with their out-of-classroom learning, through community-based education, residential learning communities, student organizations, athletics and recreation, and other experiences. And finally, in a more general way, it should nurture their ability to knit the intellectual, social, moral, spiritual, creative, and behavioral aspects of life into a coherent and meaningful whole. Education at the graduate level should provide similar opportunities for integration appropriate to students with more life and work experience.

To enrich integrated education, the University is developing centers of distinction, with the expectation that they will advance its mission and competencies; engage faculty and students from every major academic area as well as experts and leaders from the community; form partnerships to provide leadership in addressing significant public issues; enhance student learning and faculty scholarship; sustain themselves through external funding; and contribute to Santa Clara's overall excellence, Jesuit character, and national recognition. Centers of distinction will serve as a major point of interaction between the University and society.

Strategic challenges:

2.A. How can Santa Clara enable students to make connections among different aspects of their educational experience and to relate what they learn to how they live as “persons of solidarity” in the real world?

Goals

- ▶ Enhance the coherence and quality of the learning environment to help both undergraduate and graduate students develop the knowledge, skills, and sensitivities they need to become leaders of competence, conscience, and compassion. [2.A.1.]
- ▶ Expand community-based learning programs through the Pedro Arrupe, S.J. Center for Community-Based Learning; root them more strongly in the curriculum; and develop programs in each school that

enable undergraduate and graduate students to integrate rigorous inquiry, scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. [2.A.2.]

- ▶ Draw upon the faith perspectives of all members of the University community in order to foster a common conversation about issues of injustice and a collaborative search for just solutions to social problems. [2.A.3]

2.B. How can Santa Clara develop cohesive themes that span the curriculum and enrich learning, scholarship, and service to society?

Goals:

- ▶ Continue to develop the Mike and Linda Markkula Center for Applied Ethics, the Louis Bannan, S.J. Institute for Jesuit Education and Christian Values, the Pedro Arrupe, S.J. Center for Community-Based Learning, and the Center for Science, Technology, and Society as centers of distinction that contribute to the University's academic quality, impact on society, and national recognition. [2.B.1.]
- ▶ Develop residential learning communities as a way of fostering integrated education within a community of scholars. [2.B.2.]
- ▶ Incorporate international, multicultural, gender, environmental, and ethical issues and perspectives in the curriculum and co-curriculum. [2.B.3.]
- ▶ Realize more fully the learning opportunities represented by the diversity of the University community, our society, and the world. [2.B.4.]

2.C. How can Santa Clara integrate the use of technology and information resources into its learning environment in ways that enrich learning, teaching, scholarship, and service to society?

Goals:

- ▶ Increase financial, material, and technical support for faculty to incorporate information technology effectively in their teaching, scholarship, and service. [2.C.1.]

- ▶ Showcase and reward faculty, staff, and student innovations in the educational uses of technology. [2.C.2.]

Focusing Resources for Excellence

We will develop the resources necessary for educational excellence and focus them more sharply on advancing the University's vision, mission, and values.

Successful implementation of the *Strategic Plan* depends largely on our ability to align our programs, performance, and resources with our vision, mission, and values. Such alignment requires that we integrate the planning and management of all University resources within a process that recognizes the interrelationships and interdependence of human resources, technology and information resources, the physical environment, and financial resources.

To ensure that we use our resources to best advantage, we must implement processes for the ongoing improvement of what we do. We need to be explicit about our goals, evaluate performance in accordance with them, and use that evaluation as a basis for concentrating our resources on whatever best advances our vision, mission, and values.

Strategic challenges:

3.A. How can Santa Clara enhance the quality of its human resources and their effectiveness in carrying out its mission?

Goals:

- ▶ Reward departments, teams, and individuals who take a leadership role in formulating and nurturing the intellectual collaboration necessary for creating a community of scholars and providing an integrated education. [3.A.1.]
- ▶ Reward departments, teams, and individuals who enhance performance, increase productivity, and improve service quality to advance the mission and vision of the University. [3.A.2.]
- ▶ Provide professional development programs that will effect strategic change, increase productivity, improve service quality, and deepen understanding of the University's vision, mission, and values. [3.A.3.]

- ▶ Implement a comprehensive compensation strategy that is affordable within the University's resources, addresses the problem of housing costs, and is sufficiently competitive to attract and retain excellent faculty and staff. [3.A.4.]

3.B. How can Santa Clara create a physical environment that stimulates academic excellence, promotes integrated education and a community of scholars, and exhibits sensitivity to the ecology and historical heritage of the campus?

Goals:

- ▶ Update and implement the Campus Master Plan. [3.B.1.]
- ▶ Complete the major facilities projects identified in the current five-year campus improvement program of the Campus Master Plan. [3.B.2.]
- ▶ Plan for additional major facilities projects beyond the current five-year campus improvement program to support academic excellence. [3.B.3.]
- ▶ Expand the comprehensive capital renewal program to include technology and campus utilities infrastructure. [3.B.4.]

3.C. How can Santa Clara optimize its investment in technology and information resources?

Goals:

- ▶ Update and implement the campus Technology Plan. [3.C.1.]
- ▶ Offer training and instruction in the use of technology and information resources to improve education, productivity, and service quality. [3.C.2.]
- ▶ Develop strategic alliances and partnerships to support our efforts to excel in the use of technology and information resources. [3.C.3.]

3.D. How can Santa Clara more effectively generate, manage, and

conserve its financial resources to advance its mission and strategic initiatives?

Goals:

- ▶ Develop and implement a comprehensive financial plan that includes the operating budget, a capital budget, management of the endowment, management of debt and cash flows, procurement of gifts and grants, and generation of new revenue streams consistent with the strategic direction of the University. [3.D.1.]
- ▶ Improve fundraising performance to such a level that Santa Clara will rank consistently among the top three comprehensive universities in the country as measured by total gifts and alumni participation rates. [3.D.2.]
- ▶ Manage expenses to support the strategic direction of the University, streamlining processes, reducing costs, and reallocating funds where appropriate. [3.D.3.]
- ▶ Refine our tuition and financial aid strategy to reflect our market position and distinctive values, enabling us to recruit and retain the students we seek while being sensitive to the financial burdens of students and their families. [3.D.4.]

3.E. How can Santa Clara align its programs, resources, and messages more closely with its vision, mission and values?

Goals:

- ▶ Initiate program review to promote overall quality and consistency with the vision, mission, and values of the University. [3.E.1.]
- ▶ Allocate resources to ensure that they advance the mission and strategic direction of the University. [3.E.2.]
- ▶ Assess learning outcomes and use performance indicators to improve educational quality and administrative effectiveness. [3.E.3.]
- ▶ Create and implement a coordinated University-wide marketing program that effectively presents our core messages and competitive

advantages to those whose awareness, advocacy, and support of Santa Clara provide opportunities for continuing excellence. [3.E.4.]

IMPLEMENTATION

Strategic management—the systematic and imaginative implementation of the strategic plan—is at least as important as strategic planning itself. We intend to do this through careful oversight and closer coordination of planning and resource allocation at every level of the University; assessment of results and continuing refinement of strategies; strategic marketing to enhance the interactions with external constituencies; and partnerships with other organizations to advance common interests.

Making the University’s strategic vision a reality is a challenge for the entire campus community, requiring the dedication and creativity of faculty and staff working in their own units and across traditional organizational lines. It calls for ongoing planning, a commitment to continuous improvement, the discriminating use of resources, and accountability for results.

Every two years, in consultation with the University community and subject to approval by the President and the Board of Trustees, we will update the strategic plan. Each college, school, administrative division, and department will also update its goals and operational plan in the context of the University’s strategic plan.

With these concerted efforts, we expect Santa Clara University to become a national model of excellence and realize its vision of educating men and women to be leaders of competence, conscience, and compassion.

Appendix A Statement of Purpose

Inspired by the love of God to serve society through education, continuing the commitment of the Franciscans who founded Mission Santa Clara in 1777 and the Jesuits who opened the College in 1851, Santa Clara University declares its purpose to be the education of the whole person within the Catholic and Jesuit tradition.

The University is thus dedicated to

- ◆ the preparation of students to assume leadership roles in society through an education that stresses moral and spiritual as well as intellectual and aesthetic values, seeks to answer not only “what is” but “what should be,” and encourages faith and the promotion of justice;
- ◆ an uncompromising standard of academic excellence and an unwavering commitment to academic freedom, freedom of inquiry, and freedom of expression in the search for truth;
- ◆ rigorous and imaginative scholarship; excellent teaching in and out of the classroom; and educational programs designed to provide breadth and depth, to encourage the integration of different forms of knowledge, and to stimulate not only the acquisition but also the creative and humane use of knowledge;
- ◆ affirmation of its Catholic identity, respect for other religious and philosophical traditions, promotion of dialogue between faith and contemporary culture, opposition to narrow indoctrination or proselytizing, and the opportunity for worship and the deepening of religious belief;
- ◆ a community enriched by men and women of diverse backgrounds, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good.

Approved by the Board of Trustees, October 22, 1993

Appendix B University Guiding Principles

The following guiding principles, based on the University's Statement of Purpose, are intended to focus the efforts of the entire University community toward achieving distinction and distinctiveness.

The goals of Santa Clara University are to:

1. Educate for leadership in the Jesuit tradition.
2. Serve as a voice of reason, conscience, and compassion in society.
3. Foster academic excellence and a lifelong passion for learning.
4. Create a learning environment that integrates rigorous inquiry, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world.
5. Encourage innovation, while preserving the best of our traditions, to enhance our learning and living environment.
6. Nurture a diverse University community rooted in mutual understanding and respect.
7. Promote throughout the University a culture of service that fosters the development of personal responsibility.
8. Strive for effective communication and responsible decision making at every level to advance our mission.
9. Build a stronger financial base to enhance the quality of the University.

Approved by the President's Staff, October 12, 1993