

NOTES

CHAPTER I

1. The progress report submitted by Santa Clara to WASC in December 1990 outlined the improved fiscal status of the University since the 1987 self-study. Santa Clara strengthened its balance sheet and maintained a balanced budget each year between 1986–87 and 1989–90. During the period from June 30, 1986 (the latest year reported in the self-study report) to June 30, 1990, total assets, at cost, increased from \$213.1 million to \$286.5 million, an increase of 34.4 percent. Liabilities, however, increased only 10.4 percent from \$59.9 million to \$66.1 million. This improved liability condition resulted from the scheduled reduction in debt service on bonded indebtedness from \$43.1 million to \$39.8 million. In the same period, the market value of the University's endowment increased from \$67.9 million to \$110.6 million, a 62.9 percent increase, and annual giving grew steadily to more than \$16 million in 1989–90. The progress report also highlighted steps taken to strengthen management of tuition, financial aid, salaries, and capital improvements. Since the 1990 progress report to WASC, Santa Clara has continued to strengthen its financial condition. The financial resources section of Chapter V analyzes the current financial status of the University.

2. Karl Albrecht, *The Northbound Train* (New York: American Management Association, 1994).

3. During the campus discussion of the *Strategic Plan* in its various forms between 1995 and 1999, the most controversial aspects of the plan have been those that most sharply highlight Santa Clara's distinctiveness. Many members of the community questioned the appropriateness and implications of the phrase "competence, conscience, and compassion," viewing "competence" as a minimalist expectation and "compassion" as an ideal that lies beyond the ability of any university to inculcate. Many of the same people expressed a concern that a focus on justice creates an atmosphere of political conformity. While most faculty support the ideal of the "teaching scholar," some criticized the plan for placing too much attention on student learning and not enough on support of faculty research. Concerns were also expressed that the plan did not evince a strong commitment to academic quality as traditionally defined, that it neglected graduate programs, and that it posed a threat to academic departments by diverting resources to proposed "centers of distinction" at the University level. These and other concerns resulted in some modifications of the *Strategic Plan* from one draft to the next, but they have not been entirely erased. Although some faculty and staff continue to be critical of the plan, it is important to note that recent survey results reported in Chapter V indicate a high level of knowledge and support of the plan among faculty and staff.

CHAPTER II

1. The University Core Curriculum Committee currently consists of four representatives elected by faculty groups (arts and humanities, mathematics and sciences, business, and engineering), one member from each of the faculty groups selected by the Academic Affairs

Committee from three nominees proposed by the Provost, a chair appointed by the Provost with the approval of the Faculty Senate Council, the Dean of Arts and Sciences (*ex-officio*), and the Vice Provost for Undergraduate Learning (*ex-officio*). All but the *ex-officio* members serve three-year, non-renewable terms.

2. *The Challenge of Connecting Learning, Volume 1: Liberal Learning and the Arts and Sciences Major, Volume 2: Reports From the Field.* (Washington, D.C.: The Association of American Colleges and Universities, 1991).

CHAPTER III

1. *Campus Life: In Search of Community* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching, 1990).

2. Some examples of cross-listed courses offered during the 1998–99 academic year are: “Psychology of Religion” (meets requirements in the Core and the Religious Studies and Psychology majors), “Women and Literature” (meets requirements in the College, English, and Women’s Studies program), and “Business, Technology and Society” (fulfills Core and Sociology major requirements as well as the Environment of Business requirement for Business students).

3. New interdisciplinary courses developed by the Environmental Studies program include “Environmental Studies Capstone Seminar,” “Introduction to Environmental Law and Regulation,” “Environmental Activism,” and “Eco-Art.” Courses developed by departments for the program include “Ethical Issues and the Environment” (Philosophy), “Chemistry and the Environment” (Chemistry), “Endangered Ecosystems” (Biology), “Introduction to Developmental Impact Analysis” (Civil Engineering), “Natural Resource Economics” (Economics), “Cultural Economy” (Anthropology), and “American Environmental History” (History).

4. *The Student Learning Imperative: Implications for Student Affairs*, (Washington, D.C.: American College Personnel Association, 1994).

5. Several examples illustrate Santa Clara’s efforts to focus on educationally purposeful activities outside the classroom:

New Student Orientation has been thoroughly evaluated and the program revised to better reflect an academic mission for the program. Previously, New Student Orientation occurred before classes began in the fall quarter and was designed by undergraduates to focus on students’ social life rather than academic life. Faculty and staff now collaborate in both the design and delivery of the new summer orientation program, which now places a greater emphasis on the creation of a community of scholars in an integrated academic environment. Residential education has also been the focus of a similar effort among faculty and staff to relate the co-curriculum to the curriculum. Three types of learning communities evolved in the 1990s that involve intentional linkages between co-curricular programs and classes: the Core-based Freshman Residential Community; Unity House, a multi-class hall of 150 residents featuring collaboration among students, faculty, and staff to promote multicultural awareness; and Casa Italiana, a theme hall devoted to Italian culture and language.

The Center for Student Leadership, which grew out of the Student Activities program, also works to link co-curricular and academic programs. Two student media advisor positions have been created as faculty appointments in the College of Arts and Sciences. These faculty members provide advising for student media organizations and offer practica and related courses within their respective disciplines. The Center's "Emerging Leaders" course was granted academic credit through the College of Arts and Sciences in 1995. That program now reaches 10 percent of the freshman class. In 1998 the Center initiated a Leadership Studies Certificate program with the School of Business. The program is designed to integrate both coursework and practical experience for students across all academic disciplines.

6. Examples of undergraduate involvement in scholarly activities include:

Seven departments in Arts and Sciences sponsor undergraduate research conferences for their students; and two—Psychology and Sociology—sponsor regional conferences that draw as many as 60 undergraduates from other universities to present papers.

The Art Department sponsors exhibitions of student work juried by an outside professional; and senior majors are provided the opportunity to exhibit their work in the department's gallery.

The Environmental Studies Program "Environmental Resource Assessment" project sponsors student research under the direction of faculty on topics such as waste management, water conservation, farm workers and pesticide use, and native plant gardens.

In 1994, Physics professor Philip Kesten and a team of student researchers made observations at the University's reactivated Ricard Observatory that NASA scientists studying the collision of a comet with the planet Jupiter had missed.

Chemistry runs an NSF-funded summer research program that involves 15 students working with faculty on research projects, supplemented by weekly sessions on Ethics in Science.

Up to six Math majors' summer undergraduate research projects with faculty are financially supported through the Pennello Educational Fund.

Under the direction of the Eastside Project faculty director and Admissions staff, four undergraduate students conducted research during the 1997–98 academic year on "Perceptions of African American and Chicano/Latino Attitudes Regarding Higher Education and the Factors that Encourage and Discourage them from Applying to College."

The Marketing Department encourages and assists students in gaining membership in professional associations.

With funding from an alumnus, the English Department established the Canterbury Program to support undergraduate research for English majors and provide resources for faculty-student collaboration. In its first year, one of the program fellows co-authored a paper with a faculty member that was presented at a national conference and subsequently published in an edited collection.

The "Excellence Through Diversity" grant, funded by the Irvine Foundation, included funds for faculty mentorship of students of color through summer research projects during the period of the grant.

The History Department sponsors a student journal, *Historical Perspectives*, that annually publishes five to seven student research papers; and Anthropology's Archeology Lab publishes a research manuscript series that includes student work.

Each year Santa Clara faculty and student teams attend and present research at national conferences like SACNAS (Society for the Advancement of Chicanos and Native Americans in the Sciences) that are intended to encourage students of color to pursue advanced studies in various fields.

The Women and Gender Studies Program started the Teacher-Student Initiative, a small grant that acts as seed money to attract more significant funds to projects involving collaborative work with students. To date, Professors Barbara Molony and Jo B. Margadant have books in press which recognize student input.

Every student in the School of Engineering completes a year-long senior project under the supervision of a faculty member that includes a public presentation before a panel of external judges.

The Center for Multicultural Learning, currently under development, will utilize the open grant section of the new Irvine-funded Partnership grant to support collaborative research among the Center's associates and interested students.

7. The factor analysis found strong links between three clusters of activities, one cluster of integrated experiences, and two clusters of attitudes.

The following student-faculty activities factors load together (that is, students who report that faculty frequently provide one also report that they provide others in this list): emotional support; advice about educational program; respect; opportunity to discuss homework; intellectual challenge; encouragement for graduate school; honest feedback about abilities; and letter of recommendation.

Another activity cluster that emerges from the Senior Survey links students' opportunities to publish and their opportunities to work on research projects. In turn, there is a positive link between students' reporting that they have experienced the above activities and their experiences of integrated education. This long list of factors of experiences is grouped together positively in the responses to the Senior Survey (that is, those who have one of these experiences often have the others): integration across subjects; integration of academic and personal development; academic experience that caused me to reflect on my values; used knowledge and skills from variety of fields to complete a project this year; engagement with real-life issues; senior year courses helped put all education pieces together; professors incorporated a sense of the importance of professional and personal ethics; Santa Clara education will enable me to get a position that I would not obtain otherwise; people in major see world differently than students in other disciplines; and Santa Clara education will enable me to solve problems that might otherwise defeat me.

Students who report undertaking the activities listed above with professors experience what the University intends for undergraduate learning. There is a positive correlation with a final group of factors that load together measuring satisfaction with the overall academic experience as one of a community of scholars and integrated education (that is, students who report a positive level of satisfaction with one report a positive level with others in this group): overall quality of instruction; courses in major field; relevance of course work to everyday life; amount of contact with faculty; and class size.

In addition, students who report high satisfaction with this group also report high satisfaction with a group of factors including: academic advising; tutorial help or other academic assistance; and ability to find a faculty or staff member. These students have a low incidence of dissatisfaction in the following factors (all related to community of scholars): interaction with other students; sense of community on campus; student housing; overall college experience; and opportunities for community service.

What about those who report feeling unsupported by faculty? In the end, their satisfaction with Santa Clara is lower than that of students who feel more support and work more closely with faculty. Analysis of other related clusters of responses to the Senior Survey suggests that there are no statistically significant differences by school or department, by gender, or by

ethnicity, but there are differences by self-rating factors. That is, students' responses showed correlations around several factors that could be clumped in five groups of characteristics they felt described themselves ("self-rating" factors): social confidence (public speaking ability, leadership ability, self-confidence-social, writing ability); not a star student (lacking competitiveness, drive to achieve, academic ability, self-confidence-intellectual, mathematical ability); health (physical health, mental health); artistic side (artistic ability, creativity); and getting along with others (cooperativeness, understanding of others).

Self-reporting of personal shortcomings seems to drive students to have a lower assessment of the support they have from faculty. Dissatisfaction with the Santa Clara experience also is related to students' not performing the following activities: performing volunteer work; participating in student clubs/groups; talking with faculty outside of class; working on independent study projects; taking interdisciplinary courses; challenging a professor's ideas in class; doing extra work for a course; being a guest in a professor's home; and having a faculty member take personal interest in their progress.

These relationships suggest that faculty should actively devise ways to improve the self-confidence of students and to involve them in the kinds of experiences that lead to satisfaction with membership in a community of scholars. Undergraduate research is one of several effective ways by which faculty can do this.

8. Factors affecting the pattern of growth of faculty have included:

Growth in Undergraduate Enrollment. Undergraduate enrollment has grown from 3,677 students in 1986–87 to 4,332 students in 1998–99, a 17.8 percent increase. The growth in undergraduate enrollment is planned from year to year as part of the annual budget process; and the 1995 decision to fund costs associated with the new Core Curriculum included plans to increase the undergraduate population over four years by 200 students, a target we have achieved. Planning has been compromised to an extent, however, by consistent over-target enrollments of freshman students (while attrition and retention rates have remained stable), creating enrollment pressures that can only be met by *ad hoc* measures—in the mid-1990s by hiring part-time faculty, and more recently by hiring full-time lecturers.

Reduction of Teaching Load. In the late 1980s and early 1990s the practice of granting tenure-track faculty a one-course release for scholarship or creative activity was regularized and imposed across the board. As noted in Chapter V, this resulted in a decrease in the overall full-time faculty load from slightly over six courses in 1987 to the current average of slightly more than five.

Expansions in Curriculum and Course Sections: Changes in curriculum in the past 12 years, coupled with increases in enrollment, have resulted in an increase in the number of sections offered and therefore greater demand for faculty positions. The most significant curricular change was the adoption of the new Core Curriculum in 1995, which included three new requirements—United States, World Cultures, and Technology—and more recently a lab component for all B.A. and B.S.C. students completing their natural science requirement. Other changes in curriculum have taken place: both Arts and Sciences (by extending the fine arts requirement to B.S. students) and Business (by adding a fourth writing class) have expanded degree requirements; departments have restructured majors by adding capstone and internship courses; and the introduction of new interdisciplinary minors have included new courses. All these changes have required additional faculty resources.

Management of Class Size: The University has made a conscious effort to maintain average class size in the mid-twenties even as enrollments have increased. Average class size over this period has held steady at this range—moving from 26.86 in 1986–87 to 27.35 in 1998–99.

Faculty Releases for Administration and other Purposes: As demands on faculty engaged in administration have grown, the University has increased released time to allow faculty to remain active teaching scholars. Data on this issue have not been gathered centrally (it is tracked in the deans' offices in the context of their annual faculty teaching projections), but it is clear that faculty engaging more intensely in department administration as chairs, in school and college administration as associate deans, in governance, and in University-level administration does reduce the teaching capacity of full-time faculty.

Strategies to Reduce Reliance on Part-Time Faculty: Deans have attempted to shift quarterly part-time budget resources to full-time academic year appointments.

9. Ernest L. Boyer, *Scholarship Reconsidered* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching, 1990).

10. Two differences in the surveys should be noted: the term “research” was used instead of “scholarship” in 1989; and the 1989 survey had two options for emphasizing one over the other: “much more” and “somewhat more.”

11. The following tables compare 1989 and 1998 faculty ratings of listed items as obstacles to their teaching and scholarship.

	Perceived Obstacles to Teaching					
	Major Obstacle		Somewhat of an Obstacle		Not an Obstacle	
	1989	1998	1989	1998	1989	1998
Class Sizes	21.1%	9.2%	41.8%	42.3%	37.2%	48.5%
Teaching Load	26.2%	11.9%	35.0%	31.5%	38.8%	56.5%
Pressure to Publish	14.7%	8.7%	41.9%	35.4%	43.4%	55.9%
Committee Work	17.0%	15.4%	42.9%	48.2%	40.2%	36.4%
Advising Responsibilities	10.9%	5.8%	21.5%	22.9%	67.6%	71.3%
Department Funding	NA	11.5%	NA	28.5%	NA	60.1%
Support for Technology	NA	5.4%	NA	26.8%	NA	67.7%
Facilities	NA	10.5%	NA	37.2%	NA	52.3%
Library	NA	9.3%	NA	38.5%	NA	52.1%
Level of Staff Support	NA	10.8%	NA	26.6%	NA	62.5%
Lack of Student Assistants	13.5%	8.3%	35.9%	30.8%	50.6%	60.9%
Other	NA	27.8%	NA	44.4%	NA	27.8%

Perceived Obstacles to Scholarship						
	Major Obstacle		Somewhat of an Obstacle		Not an Obstacle	
	1989	1998	1989	1998	1989	1998
Class Sizes	22.8%	15.0%	40.4%	41.2%	36.8%	43.8%
Teaching Load	39.9%	32.6%	33.2%	38.5%	26.9%	28.9%
	Major Obstacle		Somewhat of an Obstacle		Not an Obstacle	
	1989	1998	1989	1998	1989	1998
Pressure to Publish	NA	5.3%	NA	24.1%	NA	70.6%
Committee Work	19.6%	23.8%	41.6%	48.5%	38.8%	27.7%
Advising Responsibilities	11.5%	9.4%	24.2%	31.1%	64.3%	59.6%
Department Funding	NA	14.9%	NA	37.9%	NA	47.2%
Support for Technology	NA	10.5%	NA	25.3%	NA	64.1%
Facilities	NA	10.6%	NA	31.1%	NA	58.3%
Library	NA	16.0%	NA	45.1%	NA	38.8%
Level of Staff Support	NA	14.8%	NA	27.0%	NA	58.2%
Lack of Student Assistants	27.6%	13.1%	33.2%	35.6%	39.2%	51.3%
Other	NA	54.2%	NA	33.3%	NA	12.5%

12. The largest numbers of Santa Clara faculty with doctoral degrees received them from Stanford University (48), UC-Berkeley (36), UCLA (20), University of Chicago (10), University of Texas-Austin (8), Harvard University (7), UC-San Diego (7), University of Washington (7), Columbia University (6), Cornell University (6), Purdue University (6), University of Illinois-Urbana (6), University of Oregon (6), University of Pennsylvania (6), and University of Southern California (6). These 15 institutions account for slightly more than half of the Santa Clara faculty who hold doctoral degrees. The remaining half received doctoral degrees from 77 other institutions.

CHAPTER IV

1. Ernest L. Boyer, *College: The Undergraduate Experience in America* (New York: Harper & Row, 1987)

2. Edward Zlotkowski, ed., *Successful Service-Learning Programs: New Models of Excellence in Higher Education*. (Bolton, Massachusetts: Anker Publishing Co., 1998).

3. The following student responses on the self-assessment instruments regarding their community placements in the Eastside Project suggest impacts on Santa Clara students similar to those from research at other campuses: "I realized that most of the women at Casa de Clara are

not that much different than myself.” “I think the teacher I worked with was instrumental in showing me effective ways to work with adult E.S.L. students.” “I realize that these people [young students at Sacred Heart Parish Educational Center] need a great deal of encouragement to pursue their studies because they get much discouragement from other sources.” “I think that a lot of times we underestimate children. We don’t give children the credit they deserve. They are smarter than we think.”

4. Ernest T. Pascarella and Patrick T. Terenzini, *How College Affects Students: Findings and Insights from Twenty Years of Research* (San Francisco: Jossey-Bass Publishers, 1991).

5. Theodore K. Miller, ed., *The Book of Professional Standards for Higher Education*. (Washington, D.C., 1997).

6. Daryl G. Smith, *et al*, *Diversity Works: The Emerging Picture of How Students Benefit* (Association of American Colleges and Universities, 1997).

7. The following examples provide an idea of the range of programs resulting from the Irvine Grant.

Unity House: Housing and Residence Life has sponsored this 150-student, multi-class (freshman students through seniors) hall since 1991. Unity is committed to promoting diversity among its residents, to sustaining a living/learning environment, and to being a catalyst for increasing campus-wide awareness and appreciation for diversity. Similar to the other living/learning residences on campus (CASA, FRC), Unity has forged ties to faculty and sponsored courses, the most recent form being a “Politics of Recognition” course taught over two quarters in the residence hall.

Color of Fear and Diversity Chats: What began as a 1996 grant proposal to “Leaders for a Just World” turned into a two-year extensive program that included several new initiatives. The original program drew over 90 students, faculty, and staff to campus for a weekend that included the showing of the film “The Color of Fear,” discussions facilitated by the director/producer of the film, and diversity and facilitation training for 15 students. Eight of those students continued their participation into the 1997–98 year, and when the program was offered in conjunction with the Center for Student Leadership’s “Teaching Tolerance Week,” which included the film, “Teaching Tolerance, Starting Small,” the Leader in Residence program with Morris Dees of the Southern Poverty Law Center, and the Color of Fear Weekend. Under CSL’s guidance, the students developed a diversity training program and subsequently established “Diversity Chats,” a monthly program sponsored by the MCC that brought faculty, students and staff together to explore multicultural issues.

Peer Education and Leadership Training: Leadership and multiculturalism have been brought together in several ways. The Peer Education Committee, made up of staff throughout the Student Affairs areas, provides comprehensive diversity training to students serving in the following positions: resident assistants, orientation assistants, career service peer advisors, campus ministry peer advisors, student health advisory board members, and leadership development assistants. Housing and Residence Life has done an extensive overhaul of its resident assistant training, incorporating the theme of diversity, as well as significant training into the master training program for these students. And the Center for Student Leadership has incorporated diversity into a variety of its programs, including the Riordan Student Leadership Institute (RSLI).

Multicultural Co-Curricular Programs: Throughout the year a number of organizations sponsor cultural and educational programs for the University community. For example, the University's 1992 Columbus Quincentennial Institute featured speakers, films, readings, and exhibits related to multicultural themes; the MCC's Programming Board develops a slate of events each quarter (spring 1999 included a Cesar Chavez Recognition Day, Filipino Cultural Night, Global Village, and Cinco de Mayo); the Center for Performing Arts promotes multicultural education by bringing to campus artists like dancer/choreographer Bill T. Jones and its ongoing "Music at Noon" series, which includes a rich array of performers from a variety of cultural backgrounds.

Academic Support and Mentoring: A variety of departments and organizations across campus sponsor programs promoting academic success of students of color. Ranging from the "Mas Kumás" tutoring programs jointly sponsored by the MCC and The Learning Center to sponsoring and collaborating on research presentations at scholarly conferences, these activities bring interested faculty and staff into close contact with undergraduate students of color.

Diversity Web Site: With original funding from "Leaders for a Just World" and the University Core Curriculum, and ongoing assistance from Ethnic Studies faculty and students, Orradre Library staff member Aimee Algier maintains the University's Diversity Web site featuring links to on- and off-campus multicultural resources, programs and events.

CHAPTER V

1. To create a new position or fill an existing one, a department chair must submit a formal request with justification through his or her dean to the Provost. According to the 1994 guidelines, this justification should "take into account the needs of the University, college or school, and department," and should include past, present, and estimated future enrollment patterns, a profile of the existing faculty, and a description of program needs.

In 1991–92, the Vice President for Academic Affairs distributed a more detailed set of questions which have been incorporated as part of the protocol regarding "Approval of Academic Year Faculty Contracts" in the College of Arts and Sciences (Exhibit V.1.4). These questions deal with eight topics: current number and distribution of faculty, age distribution and anticipated retirements, student/faculty and revenue/expenditure ratios, percentage of courses taught by full-time faculty, student enrollment patterns, curricular responsibilities of the department, long-term goals and needs of the department, and market conditions in the field. In addition, in May 1995, the chair of the University Core Curriculum Committee invited departments to apply for one of eight new faculty positions approved by the Board of Trustees to implement the new Core Curriculum. These proposals were expected, at minimum, to respond to the learning outcomes of the Core and generate a net increase of six Core courses of at least 40 students each (fewer for some requirements) taught by full-time tenured or tenure-track faculty in the department.

To carry out a search, departments must also follow procedures outlined in the same document. Departments are required to develop a written recruitment plan, obtain approval from the dean, and conduct the search in accordance with this plan. Several features of the recruitment process outlined in the statement on "Recruitment and Appointment to Faculty" have direct relevance to the alignment of faculty resources with University goals. Congruent with the University's commitment to the "teaching scholar" model described in Chapter III, the guidelines state that a candidate's potential for "superior accomplishment" in all three promotion and tenure criteria—teaching, scholarly or artistic work, and service—are of "primary

importance.” The guidelines also state that other factors meriting “special attention” are diversity and Jesuit presence. In practice, although not specifically mentioned in the document, departments and deans also give special attention to candidates who can not only meet the specific needs of the department but also contribute to other departments or to one of the cross-disciplinary programs at Santa Clara.

After a short list of candidates is approved for on-campus interviews, the guidelines state that “the search committee should send the candidates materials that will help familiarize them with the University, such as the appropriate University bulletins, Statement of Purpose and goals, information on the character of Jesuit education at Santa Clara University, and any other materials the committee may deem suitable. During the interview the department chair should provide the candidate with added information on the nature and character of the institution including such intangibles as the institutional culture and expectations placed on the faculty in the areas of teaching and research. The aim should be to provide the candidate with enough understanding of the institution to enable him or her to make an intelligent and informed decision should an offer be extended.”

To encourage alignment with University priorities, the Provost or one of the vice provosts also interviews all candidates for faculty positions. In addition to asking about teaching and research interests, the Provost also asks two questions relating to the candidate’s fit with Santa Clara’s Jesuit character: “Does the fact that this is a Jesuit university make Santa Clara more or less attractive to you?” and “How would you contribute to the Jesuit character of the University?”

2. In 1995–96, the President and vice presidents had commissioned a study by Scott Hughes and Associates to assess the effectiveness of the University’s administrative structure and processes and to make recommendations for needed improvements. This report reflected and to a significant extent validated anecdotal evidence and general observations of administrative inefficiencies and redundancies. The President and vice presidents have used the report’s findings and recommendations selectively to guide some of their administrative reviews, directions, and improvement decisions. An example of the latter was the decision made in 1996 to replace a decentralized mainframe administrative computing system with a Y2K horizon with PeopleSoft, a state of the art integrated client-server application newly available to higher education.

3. The Budget Advisory Committee recommended the following guidelines for carrying out its recommendations for a headcount freeze, position management, and budget reallocation:

“We recognize that our human resources and sense of community are two of the University’s most important assets. Every effort will be made to avoid layoffs and terminations through advance planning, taking advantage of normal attrition, and retraining employees.

“No employee or department should be unduly burdened by cost containment efforts; rather work must be prioritized and redesigned or eliminated.

“There should be incentives to encourage a spirit of entrepreneurship that will reward and encourage the development of cost-reducing programs consistent with University objectives.”

4. The conditions for creating fixed-term positions included: there is full funding through new revenues, cost savings, or a combination of the two; the work performed by the position is critical to advancing the University’s mission; consolidation of the position within existing positions or departments is not possible; and conducting the work more efficiently through outsourcing is not feasible.

5. For a perspective about how these percentages compare to employers outside Santa Clara, it is helpful to look at the WorkUSA study done in 1997 by Watson Wyatt Worldwide, a human resource and risk management consulting firm. Watson Wyatt surveyed over 9,000 employees from a wide variety of industries to measure how well organizations are aligning employees with business strategies and goals. That study included measures of the three items listed in the bullets in the text. Forty-six percent (compared to 77.1 percent at Santa Clara) said they understood performance expectations; 46 percent (compared to 70.4 percent at Santa Clara) said performance reviews were helpful; and 42 percent (compared to 81.5 percent at Santa Clara) said supervisors encouraged them to take advantage of training and development opportunities.

6. Faculty recognition awards include:

The Louis and Dorina Brutocao Award for Teaching Excellence, established in 1987, is awarded to one faculty member who has exerted a major influence on the intellectual and moral development of students over time. The awardee is nominated by a committee composed of faculty, students, and alumni.

The *Brutocao Award for Teaching Innovation*, established in 1993, honors one or more faculty who have brought to the classroom new approaches to teaching and learning and whose innovations can be applied by colleagues. The committee that makes nominations for the teaching excellence award also makes nominations for this award.

The *University Award for Excellence in Scholarship*, established in 1994, is awarded to one faculty member for sustained excellence in scholarly achievement. The awardee is nominated by the University Research Committee.

The *Presidential Recognition Award*, offered since the early 1980s, is given to several faculty members for specific accomplishments in teaching, scholarship, or service—usually a combination of the three—during the past year or more. Honorees are selected by the President based on nominations by the academic deans.

The *Faculty Senate Professor award*, established in 1989, is selected by a committee of the Faculty Senate and is given to an esteemed faculty colleague who then gives an address on a scholarly topic of his or her choice at the following year's faculty recognition dinner.

The college and schools also offer a number of faculty recognition awards. In 1998–99, for example, the School of Business offered a spectrum of awards with salary bonuses to recognize “extraordinary performance across teaching, scholarship, and service” (10 awards made), “excellent performance in teaching” (five awards), “excellent performance in scholarship (six awards), and “excellent performance in service” (11 awards). Some faculty received awards in more than one category. The Business School is currently evaluating these awards in terms of their impact on performance and exploring alternative or additional reward and recognition programs. The College of Arts and Sciences is also developing new recognition programs to recognize outstanding individual and group performance.

7. One example of a programmatic financial incentive is an “Enrollment Management Incentive Program” under which the Business School is allowed to retain a portion of tuition revenue generated beyond specified unit targets for MBA enrollment. The intention is to use the funds generated in this way to increase full-time faculty size. Another example, from the College of Arts and Sciences, is the creation of an Excellence Fund for each department equal to any unspent surplus from the previous year's departmental operating budget plus 5 percent of the gross summer session tuition generated by courses taught by faculty of the department. These

excellence funds have been used to support program enhancements and faculty projects within departments.

8. In the Watson Wyatt study cited in endnote 5, only a minority of employees surveyed said their companies did a good job of recognizing efforts to improve customer service (45 percent), recognizing efforts to improve quality (38 percent), recognizing overall good performance (34 percent), or dealing with poor performance (28 percent).

9. The ARETE Leadership Development Program, constituted as a six-day workshop series, was offered four times in the 1990s with 105 participants completing the course. Specifically for managers and supervisors, this course is designed to assist them in leading their team or department and improving the quality of the work experience and the productivity of their workforce. Topics covered include leadership, empowerment, customer service, decision making, supervision, communication, dealing with conflict, and conducting performance reviews. A companion program, ARETE for Professionals, was developed in 1998 for exempt staff who do not supervise. It was offered one time with 22 participants completing the course. Covering the same topics and with a similar format, this program is intended to increase the leadership capacity of professional staff and begin to develop them as potential supervisors and managers.

Nineteen select participants of the ARETE program have also participated in a train-the-trainer program. This five-day program offers participants presentation, facilitation, and stand-up training skills. These individuals become volunteer internal trainers who facilitate a variety of training workshops. One-third of the group offer on-campus training each quarter.

Since fall 1997, eight to 10 professional skills workshops have been offered to the University community each quarter. Twenty-one different workshop topics have been offered, with more than 50 total workshops presented. Of these workshops, 34 relate to improving productivity and 28 to improving service quality. Core topics offered every quarter are performance management, communication skills, understanding Jesuit education, and improving customer service. These core topics are supplemented with workshops devoted to other issues suggested by individual staff, the Staff Affairs Committee, or the Staff Assembly Council.

Individual departments and divisions have begun requesting department or team training for intact workgroups from Human Resources. Individual workshops have been designed and delivered to Athletics, Career Services, Housing and Residence Life, Public Safety, Counseling Psychology and Education, Information Technology, Information Services, the Business School, and the Engineering School. Topics have included dealing with change, performance management, diversity in the workplace, customer service, team building, dealing with difficult people, and setting norms and standards of behavior.

With the development of a new performance management process in 1997, over 600 faculty and staff participated in six-hour workshops designed to introduce the new process and afford participants the opportunity to develop and practice the needed skills. In addition to core quarterly workshops, each year as the performance review deadline approaches, additional training workshops are conducted to review the process and answer questions. These workshops cover such topics as how to conduct skip-level meetings, give on-going feedback, and set performance expectations. One-on-one coaching sessions are also offered to assist managers and employees in dealing with difficult performance issues.

10. Starting in fall 1997, 26 different one-hour, lunchtime workshops have been offered to faculty and staff covering issues as varied as family, health, finances, fitness, diet and nutrition, and careers. A personal financial planning series is offered throughout the year to assist staff and faculty in managing their finances and planning for retirement. Conducted by the University's two retirement investment companies, this seven-workshop series deals with all aspects of financial planning, from developing a savings and retirement plan to estate planning. A number of University programs are available for intellectual, personal, physical, spiritual, and psychological development. These programs include the health and wellness series, Bannan Spirituality Series, Ethics at Noon, Music at Noon, Campus Ministry retreats, days of reflection, and others.

11. In November 1990, the Faculty Senate Council recommended that Santa Clara "adopt a policy of paying U.C. comparable faculty salaries." The administration acknowledged the problem, but was unwilling to accept the University of California as the sole benchmark. Working with the administration, the Faculty Personnel Committee developed an alternative approach. Under the "Faculty Salary Goals: Plan for 1990-91 to 1995-96," Santa Clara identified 12 benchmark institutions and set a goal of "achieving parity with [these] institutions in the mean faculty salary for all ranks combined" by 1995-96. The benchmark institutions included Boston College, Fordham, Georgetown, Loyola Marymount, San Francisco State, Cal Poly San Luis Obispo, UC Davis, UC Riverside, UC Santa Cruz, Pepperdine, University of Southern California, and University of Notre Dame.

Although Santa Clara made progress, it did not accomplish this goal. Through annual merit increases and market adjustments, Santa Clara was able to narrow the gap in average salary between itself and the benchmark group from \$2,100 (or 3.93 percent of the benchmark average) in 1990-91 to \$900 (or 1.42 percent of the benchmark average) in 1995-96. Despite this progress, controversy over salaries continued, with different interpretations of the data offered by faculty from different academic areas. Disagreement centered on the composition of the benchmark group, the validity of averaging all salaries regardless of rank and discipline, and perceptions by some faculty in each academic area that their area was disadvantaged in relation to others.

A task force appointed to study these issues in 1994-95 disbanded without being able to come to agreement. In March 1994, the Faculty Senate Council unanimously adopted a resolution that the University should increase the faculty salary pool at the rate of inflation for the Bay Area Metropolitan Region plus 2.5 percent. Believing that such a formula was not compatible with other pressures on the budget, the administration did not accept this recommendation.

12. The current benchmark institutions, in order of number of cross-admitted students, are University of California-Davis, University of California-Santa Barbara, University of California-San Diego, University of San Diego, University of California-Los Angeles, Loyola Marymount University, Saint Mary's College of California, University of California-Berkeley, California Polytechnic State University-San Luis Obispo, University of California-Santa Cruz, San Jose State University, University of San Francisco, University of California-Irvine, University of the Pacific, Pepperdine University, Occidental College, Claremont-McKenna College, University of California-Riverside, Sonoma State University, and Stanford University.

13. The University held its first benefits exposition for open enrollment in 1991. That was also the year free financial planning services were introduced for a select group of faculty. Since then, these services have been made available to all benefits-eligible employees and retirees. In 1992, life insurance was standardized at \$50,000 per person, and both life insurance and long-term disability benefits were extended to half-time employees. Flexible spending accounts were introduced in 1992 with health insurance premiums only as the first phase. This was expanded the next year to dependent care and medical spending accounts. In 1993, the University implemented a 401(a) non-contributory defined contribution plan for eligible faculty and staff, thus eliminating differential retirement plans. The initial contribution rate was 7 percent of base pay. Also in 1993, a mail order drug plan was introduced and a living benefit (up to 50 percent of the policy) was added to the life insurance plan. This provides for terminally ill persons to begin to collect on life insurance to defray medical costs before death.

A Benefits Task Force was constituted in 1994 to advise the University on its medical plans. A third HMO option (Lifeguard) was added, dental benefits were improved, and an EAP plan was implemented. The open enrollment period was expanded to two months, and the benefits guide was revised and made available on disk. Personalized annual benefits statements were developed and distributed beginning in 1995 to educate employees about the value and cost of their total compensation. In 1996, the University Coordinating Committee recognized the Faculty/Staff Benefits Committee as a joint subcommittee of the Faculty Affairs and Staff Affairs policy committees. Because health care plans were moving deeper into the managed care environment, supplemental health benefits were added or expanded: vision and voluntary life plans in 1996 and long-term care in 1997.

In 1996 the University's retirement contribution was increased from 7 to 8 percent of base pay, and a strategy was adopted to increase contributions at the rate of 0.5 percent per year to a maximum of 10 percent. For 1999–00, the retirement contribution will be increased to 9 percent. A significant improvement in tuition remission benefits for eligible dependent children was introduced when Santa Clara joined the national Tuition Exchange program beginning with the 1997–98 academic year. This program extends by over 350 the number of colleges and universities with which Santa Clara offers reciprocal benefits. An EndRisk program to reward staff for workplace safety was introduced in the Facilities Department in 1997 and has resulted in an improved safety record.

In 1998, the Cigna Preferred Provider Organization plan was discontinued by the carrier because of spiraling cost increases coupled with plummeting enrollments. A point of service (POS) plan was introduced to replace the PPO. Also in 1998 the dental plan was upgraded to include orthodontia, and the retirement contribution increased from 8 to 8.5 percent. EAP plan benefits were significantly expanded and enhanced at the same time. The benefits guide and hot links to benefits providers were posted to the Human Resources Web site in 1998, making information readily available to current, past, and prospective employees.

14. Aon Consulting, *America at Work* (1998).

15. The self-study report of the College of Arts and Sciences clearly states the housing problem and puts it in the context of sustaining a community of scholars: "One of the greatest obstacles to the recruitment and retention of an accomplished faculty comes from the crushing cost of housing in the area. With the average selling price of a single family detached home surpassing \$500,000 and the median selling in the region of \$400,000, the local housing market is so difficult that faculty earning \$65,000 a year cannot qualify for mortgages of a sufficient size to purchase such a home. All the untenured assistant professors, lecturers, and some associate

professors of A&S are at or below that salary level. Candidates in English, Mathematics, and Chemistry searches this year declined offers of tenure track positions because of housing. Furthermore, faculty in English have left the University, citing housing as a major consideration. Faculty are locating so far from the University that the commute, which is more than an hour and at times two from the locations of affordable housing, is changing the character of the undergraduate experience for students. The faculty are becoming a commuter faculty, here three or four days a week and seldom in the evenings, while the [undergraduate] student body remains largely residential. Evening events, like concerts and lectures, are less and less likely to attract faculty, which weakens the sense of the community of scholars and diminishes the opportunities for faculty and students to connect about intellectual and artistic issues outside of regularly scheduled class time.”

16. Changes recommended in the 1994 report of the University Facilities Committee included:

- A capital planning and budgeting handbook outlining a standard method by which all major capital projects would be initiated, reviewed, prioritized, funded, and approved.
- Development of a financial strategy to reduce the level of “unfunded” capital projects.
- A more disciplined approach to the funding of all capital projects whereby funding sources are identified before projects are approved; an appropriate level of funds is committed or in hand before work begins; and the funding plan takes into account the effect of inflation on construction or purchase costs, furnishes and equips facilities appropriately, and operates and maintains them so as to preserve their utility and asset value.
- Establishment of a University Facilities Fund to be used exclusively to supplement the funding of high-priority projects for which other sources of funding are inadequate.
- Development of a series of mini-master plans for major campus activities in preparation for refinement and updating of the Campus Master Plan.

17. Guiding principles from the 1997 Campus Master Plan included:

“The University has a fundamental responsibility to protect and preserve the historically significant site of the campus. This responsibility reflects a combination of legal requirements; stewardship of the University heritage; educational opportunities for students and strategic advantage, which the University should exploit by making the historic character of the campus one of its distinguishing features.

“The ‘heart’ of the campus is now, and will continue to be the Mission Gardens and the buildings clustered immediately around them, with the Mission Church itself always being the principal focus of the campus—visually, perceptually, and spiritually.

“While not to be copied per se, this existing ‘heart’ is an in-place ‘model’ for the visual characteristics and environmental quality to be sought for the campus as a whole.

“To the fullest extent possible, the campus overall should be experienced as a linkage of outdoor places—discrete outdoor ‘rooms’—not outdoor corridors, malls or long axial vistas.

“Parking will be removed from the center of campus and placed on the periphery.

“Design of spaces around and between the buildings—their shaping and landscape treatment and the sensitive handling of vehicular and pedestrian traffic—will offer, more than anything else, the means for achieving the desired environmental quality.

“Palm Drive, as the major ceremonial entrance to the campus, is very important to the image of, and sense of arrival at, the University.

“The redesigned form of the Alameda corridor should not be purely linear in quality, for that would carry forward a pronounced visual separation of the campus, even if a landscaped one.

“While there may be a rare exception, future buildings should somehow reflect the underlying architectural character of the campus and seek to capture the spirit of both the future and that which has gone before.

“In giving form to new buildings, and even in the remodeling of existing ones, the creating of one-story edges—loggias, colonnades, and the like—is an important element to be considered in achieving a recall and a carrying forward of one of the most successful building-to-landscape relationships presently found on campus.

“The University is, and most likely will remain, an ‘oasis’ in relation to its immediate environs, and in this context the University’s boundaries should be visually defined and the campus perceived as a welcoming enclave.”

18. General coordination of all facilities projects is the responsibility of the Director of Facilities. Projects are initiated either as part of the existing five-year campus improvement program of the Campus Master Plan or as less significant, short-term improvements through independent proposals. All proposed projects are reviewed and approved by the Facilities Planning Council and appropriate campus executives (President, vice presidents, Provost, and deans). In addition, all major projects are reviewed and approved by the Board of Trustees. Following the appropriate approval, the Director of Facilities appoints a project manager who supervises a five-phase process: project planning, project design, construction documents, project construction, and move-in. The designated customer group is involved throughout the process on program requirements and design considerations. Representatives from the Registrar’s Office, Media Services, Information Technology, ACCESS Office, and Public Safety are consulted as well. Project plans are discussed with the Environmental Coordinating Committee when appropriate, and, whenever excavation is involved, an archeologist is consulted and on site to observe. These groups add expertise and sensitivity to the discussion about University design standards and applicable legal requirements and codes.

19. Plans for the Communication, Public Policy and Applied Ethics (CPPAE) Building, a gateway structure at the main campus entrance, called for a design that would both respect the Mission site and Jesuit heritage and look to the future. This was achieved by combining Mission architecture (stucco walls, tile roof, arches, balcony), Jesuit elements (Jesuit seal tile), a translucent-ceiling two-story glass atrium, and a skylight. The program statement specified 500 square feet of commons space on two floors to signal an openness to the community and to foster out-of-class student, faculty, and community interaction. Because this common space element was determined to be such a critical component for advancing the strategic initiatives, the final building design increased the amount of commons space to 1,500 square feet. To foster the collaboration called for in a community of scholars, political science and communication faculty offices were interspersed, they shared a coffee bar and copy/storage areas, and office spaces for their respective administrative assistants were built next to each other. Students working on video productions were provided with a state-of-the-art television production studio and editing rooms, with round-the-clock safety enhanced through an ACCESS card-swipe system which monitors entrance to all production rooms. A fiber optic cable system linked these facilities to the new recital hall in the Music and Dance Building. A 90-person teleconference room enabled the Ethics Center to reach a broader community in its programs. The Dean’s Office of the College of Arts and Sciences was able to move from two modular units to a ground floor office

to better serve the 1,700 students and 200 faculty in the college. This building successfully met the programmatic needs of the departments of Political Science and Communication, the Markkula Center for Applied Ethics, and the Dean of the College of Arts and Sciences.

A new building for the Music and Dance departments enabled these two programs to move from a former coffin factory and warehouse located on the outskirts of campus with little acoustical separation and a recital hall with poor sight lines to a state-of-the-art building next to Mayer Theatre and the Theatre Arts Department. This addition created a Performing Arts Center, fostering greater collaboration among students and faculty in the three programs. With proper sound attenuation between practice rooms, students can now practice without distraction. The new recital hall has first-rate acoustics, appropriate sight lines, audiovisual equipment for lecture classes, and fiber optic connections to the television studio in the CPPAE Building. While the dance program moved from three to two dance studios, the new studios are of higher quality, meet national safety standards of 100 square feet per student, and anticipate a future performance space. Only one significant programmatic need was not met in this building: the planned commons space was not built because of budget constraints.

The departments of Psychology and Biology, which have the most majors in the College of Arts and Sciences, had outgrown their space in the 80-year-old Alumni Science building. Problems had reached a dangerous and costly level for the Biology Department, with halls crowded with bulky equipment and experiments ruined with power outages and no back-up generators. Consequently, an addition to Alumni Science became a high priority project. In the addition to Alumni Science, four new student teaching laboratories relieved overbooked biology courses. Next to all biology faculty offices are laboratories large enough to enable student-faculty research projects. Two chemistry faculty received offices and adjacent laboratories to relieve the impacted chemistry building next door. A new student teaching laboratory was designed to enable the implementation of a University Core Curriculum laboratory science requirement. While the addition to Alumni Science goes a long way towards meeting the programmatic needs of chemistry and biology, the needs of psychology and the Core Curriculum laboratory science requirement will not be met until the currently slated renovation of Alumni Science is completed in fall 1999. Renovation plans call for a commons for science students, a psychology teaching laboratory with greater flexibility than the current one, upgraded biology faculty offices and four teaching laboratories, a second Core Curriculum teaching laboratory, new offices for psychology faculty and staff, and biology staff office space. As in CPPAE, the two department offices will be near each other to facilitate cross-disciplinary faculty and student interaction.

20. The campus planning goals, based on the existing physical structure of the campus, serve to further organize existing areas of the campus and guide future development of the campus open space and facilities. Five goals emerged from the analysis of the existing structure of the campus:

Interconnected Mission Gardens: Existing and future campus open space must emulate the intricate and subtle nature of the Mission Gardens.

Cruciform Formal Campus Entry: Future development along the formal campus entry axis must retain and enhance Palm Drive's symmetry in building and open space massing, scale, and texture.

Interconnected Spaces Along the Alameda Mall: New buildings and open spaces along the Alameda Mall will be sited and designed to create smaller, intimate and interrelated spaces.

Remnants of the Grid of City Streets: Future improvements of these abandoned street corridors will promote pedestrian activity through the use of plantings, paving materials, lighting, and site furniture.

Connecting the Campus to the Surrounding Community: Future improvements at the edges of the campus must promote both visual and physical linkages to the surrounding communities through the creation of open space and pedestrian corridors.

Campus development guidelines include:

Linear Framed Windows: Buildings and landscape elements should be sited to create long linear framed views.

Discrete Outdoor Rooms: Discrete outdoor ‘rooms’ should be framed by simple landscape elements.

Modest Entrances: Buildings should have modest entrances that are appropriate in scale and ornamentation to the structures they serve.

Rectilinear Building Form: The rectilinear heritage of building orientation should be maintained and enhanced.

Legacy of Landscape Features: The campus’s legacy of gates, statues, and other artifacts should be preserved.

Covered Walkways and Arcades: Covered walkways and arcades should marry the building structures and landscape.

21. The “Strategy for Technology at Santa Clara University” outlined these goals and principles, with phrases from the “University Guiding Principles” in italics:

“1) Technology is not an end in itself, but a means to accomplish the goals in the University Mission Statement.

“2) The University’s goals charge us to focus our efforts on a number of projects to which technology has a major role to play. Specifically, these goals and principles are:

- *Foster academic excellence and a lifelong passion for learning.*
- *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.* Network connections to each desk in the residence halls have built a stronger “learning community.” The next step will be more complete integration of technology in the classroom.
- *Encourage innovation, while preserving the best of our traditions, to enhance our learning and living environment.* Education of the community in the potential, availability, and use of technology is of primary importance.
- *Strive for effective communication and responsible decision making at every level to advance our mission.* The University must be committed to a high level of ongoing training of students, faculty, and staff, and to a high level of support services.
- *Build a stronger financial base to enhance the quality of the University.*
- Adopting (new) technology requires experimentation and therefore involves risk.
- The University must encourage experimentation and innovation by committing the necessary human and financial resources.
- The University must provide real incentives for faculty and staff to experiment with new technologies.

- Knowledge gained from experimentation should be disseminated University-wide.

“3) Maintaining a strong base level of technology across campus is critical.

“4) Access to both on- and off-campus technological resources (e.g., computation facilities, government information, library catalogs) is becoming increasingly important to all members of the campus community.

“5) Collaborative and interdisciplinary efforts are necessary in order to incorporate technology into the appropriate facets of the campus environment.

“6) Efficient and effective delivery of centralized technology services is crucial in order to support faculty, student, and staff efforts to embrace technology.

“7) Standards for centrally supported computer hardware and software will be periodically updated and made public.

“8) The University must ensure the protection of intellectual property rights and the right to privacy.

“9) Campus-wide renewal and replacement strategies for aging technologies are critical is we hope to keep up with changing technologies.”

22. The “Strategy for Technology at Santa Clara University” made eight specific recommendations:

“1) The TSC and its subcommittees will periodically review technology items to determine which will be centrally supplied and supported. These items will include, but are not limited to, computer hardware and software.

“2) A basic, demonstrable level of technological literacy should be established for the University support staff.

“3) A comprehensive, ongoing training program must be implemented, both to enhance the value of software and systems acquired by the University and to allow the first level of support for this technology to be a local rather than a central function.

“4) The University must make a commitment to a visible presence on the World Wide Web by developing and supporting a Web home page. The University should encourage schools, departments, and other appropriate units to develop pages.

“5) The University should provide the technology required to support faculty and staff when they are working away from campus.

“6) The University should provide access to electronic mail and voice mail for all full-time and part-time faculty and staff.

“7) Printed University information should be migrated to an electronic format where appropriate.

“8) The University should develop a strategy for renewal and replacement of technology campus-wide.”

23. The “Short-Term Technology Plan for Santa Clara University” specified the following outcomes: increased pedagogical use of technology; increased student access to technological resources; enhanced ability for students to access and evaluate information; improved faculty and student research; increased levels of training and education on technology and its applications; increased operational efficiency University-wide; and well-defined distinction between Santa Clara University and its competition.

24. Information Technology maintains statistics on indicators such as personal computers available to faculty, staff, and students; number of network connections; and number of calls reported to the University. This type of evidence is a “best estimate” snapshot of the area being measured. It is not unusual for faculty and staff to acquire personal computers and use them without the knowledge of Information Technology.

The library has historically maintained statistics in a number of areas (volume counts, circulation transactions, reference questions, instructional activities, and “typical week” statistics), which can be helpful in assessing performance. In addition, beginning in 1993–94, the library began to track the ratio of students to librarians, volumes per student, serial subscriptions per student, and annual expenditures for library resources per student. The library has also attempted to compare Santa Clara to other institutions in terms of volumes held, annual budget, number of librarians, and ratio of students to librarians. These comparisons have not been made systematically, owing both to the lack of standard statistics for comparable institutions and the number of “comparable institutions” lists that the University uses for various purposes.

Media Services has collected data on equipment and service utilization for more than 10 years. Media Services also maintains information on instructional support activities.

25. The projects and equipment included in the discussion and table are only those that are considered large-scale and state-of-the-art—for example, an X-ray diffractometer in chemistry, a phase fluorescent microscope in biology, equipment for the disordered superconductivity laboratory in physics, and psychopharmacology equipment in psychology.

26. Faculty workshop titles have included “Web-based Communications in the Classroom Using WebBoard,” “Using E-Res Effectively, The Multimedia Learning Environment,” “Advanced Topics in World Wide Web Development,” “Using Macromedia DreamWeaver to Create Class WebPages,” and “Understanding ‘Fair Use Guidelines’ In Education.”

27. Examples of faculty and staff projects using the new instructional technology support include:

Renaissance and Baroque Art Web Site is being developed and used in Art History 12. The site contains graphics and other supporting materials used in the class.

Plant Identification Tour of Santa Clara University: Biology of Vascular Plants is a directory of plants on campus arranged into a map and tour.

Business Ethics Team Projects are shell-based ethical decision trees using hyperlinks to Web pages containing text, videos, images, and so forth. Each of the teams produced a Web site and CD-ROM.

Alandaluz, Intermediate Spanish Language Class was an international collaboration between the ecological companies of the Ecuadorian group ALANDALUZ and a Spanish class at Santa Clara. The project established bilateral educational cooperation in disseminating the ecological philosophy of ALANDALUZ on the national and international level.

Electrical Engineering Multimedia CBT (Computer Based Training) is a module showing the development and manufacture of computer chips.

28. Building upon the joint planning effort of Orradre Library, the Heafey Law Library, and Information Technology, a contract for an integrated library system—subsequently dubbed OSCAR—was signed with Innovative Interfaces, Inc. in June 1991. The public catalog (OPAC) was made available in May 1992. The final signoff on all of the initial library system modules

occurred in the second half of 1992, and the milestone of the 1,000,000th catalog search was celebrated in November 1994. From the first, this system was viewed as an initial platform for the distribution of a variety of electronic information resources via the campus network. Dial-in access to the library system was available for remote users from the beginning; and in July 1998, Santa Clara made the commitment to move to a fully Web-based interface for OSCAR, using Innovative Interfaces Millennium software. The transition to this platform will be phased in over the next two years, as modules become available. Since 1995, a number of service and resource enhancements have been added to OSCAR. For example, Santa Clara became a beta test site for Innovative's interlibrary loan module in 1995, and the ability to submit interlibrary loan requests electronically through OSCAR has been very popular with faculty and students. In 1999, Santa Clara joined other public and private California universities in Link+ , a user-initiated resource sharing program.

29. When making comparisons between fiscal year 1986–87 and the other years, important differences need to be considered. The primary differences in revenues between the two formats are that the SAFS 116/117 format requires that unconditional promises to pay contributions are recognized in the year the promise is made and that investments of marketable securities are stated at their market values as of the balance sheet date with the corresponding unrealized gains or losses reflected in the statement of activities. Differences in the reporting of expenditures are the inclusion of depreciation and debt interest in the program categories under SFAS 116/117, which were not included in fiscal 1987 statements.

30. Financial ratios presented are consistent with the ratios described in the third edition of *Ratio Analysis in Higher Education*, published by KPMG Peat Marwick in 1995 when the SFAS 116/117 became effective. Ratios are calculated for the years ending June 30, 1995 through 1998. No ratios are included for 1987 because of the different fund group presentation.

31. Several new fundraising efforts have been initiated as a result of the analysis of the last campaign. The Reunion Gift Program, which is based on a strong affiliation of alumni to their class, was implemented in the spring of 1993 to increase alumni participation, encourage alumni to increase their annual gifts in honor of their reunion, and identify alumni who have the capacity to give but have not been cultivated.

The inception of a telemarketing program in 1990 has proven to be another successful method for reaching donors. The program reaches more alumni than any other method used by the University to raise funds. Alumni contacts have increased by 67 percent, and pledge dollars have increased by 68 percent. Donors making gifts through pledges to the University have increased 97 percent since initiation of the telemarketing program.

In addition to improving individual fundraising performance, the Development Office is focusing on increased giving from corporations and foundations. Historically corporate support to the University has accounted for 9 and 10 percent of the total dollars raised. Increasing the percentage of corporate support and the number of corporations providing support will be emphasized in preparation for the upcoming comprehensive campaign. In the past three years, foundation support has remained in the 42 to 45 percent range of total dollars raised. Fundraising efforts in preparation for the campaign will also include diversifying foundation support, especially from national foundations.

32. During 1998–99, the Campaign Planning Committee developed a set of priorities with input from the University community; refined a rationale for support through "Presidential

Roundtables” hosted by the President and volunteer leadership; and conducted prospect rating and review to set a working goal for the campaign. By November 1999, the “nucleus fund goal” will be determined and announced internally. The public phase of the campaign is tentatively projected for kick off in fall 2001, with completion of the campaign in summer 2003.