

Santa Clara University

Campus Brief in Support of
WASC Senior College and University Commission
Reaffirmation of Accreditation Visit

October 6, 2020



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Campus Brief: Update for the WSCUC Reaffirmation Visit in October

This Campus Brief provides the SCU community with an overview and update of the work that SCU has provided to the WSCUC visiting team in advance of their virtual campus visit on October 7 to 9, 2020. The Brief includes two sections:

- I. Overview of the reaffirmation process to date, include the submission of the Institutional Report, the WSCUC visiting team response including commendations and identification of additional documents and lines of inquiry to guide the virtual campus visit
- II. For each line of the six identified lines of inquiry, a summary of evidence provided to WSCUC in the Institutional Report, along with updates of SCU actions since submission of the report

Section I: Overview of Reaffirmation Process to Date

Background on Accreditation

Santa Clara University (SCU) is accredited by the WASC Senior College and University Commission (WSCUC), one of six regional accrediting agencies in the United States. The WSCUC serves a wide variety of public and private higher education institutions, primarily in California, Hawaii, and the Pacific. The overriding purpose of accreditation is to ensure that the institution has been rigorously evaluated and that it meets or exceeds the [WSCUC Standards of Accreditation](#). In addition, the accreditation process helps build a culture of evidence, promotes commitment to institutional improvement, validates institutional integrity, and provides feedback that improves the quality of teaching and learning.

Santa Clara University's Institutional Accreditation and Reaffirmation Process

In 2011, the WSCUC awarded SCU a 10-year affirmation of accreditation and established 2020–21 as the period during which to apply for reaffirmation. To prepare for the re-affirmation process, SCU formed a [Working Group](#) in 2017 to review the WSCUC standards, analyze SCU's institutional data in the context of those standards, and draft a report that describes SCU's efforts to 1) promote student learning and student success, and 2) adhere to WSCUC standards and expectations.

Once the Working Group received its charge, it began meeting on a bimonthly basis to engage in a self-assessment of the WSCUC standards, review key institutional data, identify institutional strengths and challenges, and outline components of the institutional report. After the Working Group conducted its self-assessment, it began to develop its [Strengths and Challenges](#) document. Specifically, the Working Group reviewed and reflected on national survey and institutional data that have been collected over the years in order to help identify gaps in student success. In addition, the group undertook a careful review of other sources of evidence about ongoing programs and initiatives as reflected in data and reports from the Office of Institutional Research, the College and Schools, and Student Life that correspond with the standards that WSCUC articulates for every higher education institution. Based on this analysis, the Working Group identified the following set of strengths and challenges:

Strengths	Challenges
<ul style="list-style-type: none">• Academic excellence• Jesuit distinctiveness• Continuous improvement in educational quality	<ul style="list-style-type: none">• Diversity: Inclusivity and equity• Strengthening institutional support for student success• Compensation, housing, and equity

<ul style="list-style-type: none"> • Commitment to strengthening diversity 	<ul style="list-style-type: none"> • Collaborative governance, decision-making, transparency, communication, and fairness
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A draft summary of these strengths and challenges was shared with the university community, along with a request for feedback. Feedback was gathered through a series of open forums, meetings with governance groups, and via email. Afterward, it was incorporated into the summary.

Data from the WSCUC standards self-assessment and the Strengths and Challenges document helped frame the drafting of the institutional report. To develop the report, the Working Group identified leads for each section, and those leads solicited input from other members of the Working Group as well as from content experts in the College and Schools, the University Finance Office, and Student Life. Drafts for each section of the report were shared with the Working Group for editing and refinement. The complete report was then shared with the university community through the Working Group’s website, and open forums were held in fall 2019 to solicit final feedback. This feedback was then incorporated into [Santa Clara’s Institutional Report](#).

Overview of Santa Clara’s Institutional Report

The [Institutional Report](#) is organized into nine sections, following the standards for review set out by WSCUC. A brief overview of each section is outlined below.

Section 1: This section provides an overview of the institution, discusses enrollment trends, highlights our administrative structure, describes our mission, vision, and contribution to the common good, and identifies current priorities and issues facing the campus.

Section 2: This section focuses on an analysis of the WSCUC Standards and Compliance with Federal Requirements. It highlights the Working Group’s examination of SCU’s adherence to the WSCUC standards and identifies our institutional challenges.

Section 3: This section describes what it means for graduates to hold a degree from SCU and the processes that have been institutionalized to ensure the quality and rigor of the degrees offered.

Section 4: This section provides an overview of key findings from assessments of undergraduate and graduate student learning at the institutional and program level. It highlights the ways the assessment of student learning is integrated into undergraduate and graduate programs, and it shows how the use of multiple data sources offers a contextualized understanding of student learning.

Section 5: This section provides additional details about SCU’s efforts and success in reaching its key educational outcomes. It presents how an SCU education provides undergraduates with opportunities to integrate rigorous study with high impact experiential learning. It also highlights SCU’s success in terms of retention and degree completion at both the undergraduate and graduate level.

Section 6: Since 2003, all academic programs at both the undergraduate and graduate levels have completed annual assessments of student learning as well as a periodic and comprehensive program review. In addition, there have been regular assessments of the Core Curriculum and key co-curricular programs. This section highlights the approach to program review, assessment, and data collection, as well as its use in planning and decision-making.

Section 7: As a private, nonprofit institution, SCU is keenly aware of the financial realities facing the higher education sector. In this section of the report, SCU's efforts to ensure its sustainability and address pressures associated with operating in Silicon Valley are discussed.

Section 8: This section focuses on the challenges that SCU faces and identifies efforts that are in progress to address those challenges. Specifically, this section discusses issues related to diversity, inclusivity, and equity; strengthening institutional support for student success; and collaborative governance, decision-making, transparency, communication, and fairness.

Section 9: This section offers a reflection and plans for improvement.

WSCUC Feedback on the Self-Study

As part of the review process, the WSCUC convenes a review team composed primarily of experienced educators from peer institutions. This team has the responsibility of evaluating SCU under the WSCUC Standards of Accreditation. The review team's work involves reading the institutional report, conducting an offsite review, conducting a site visit, and preparing a report of its findings and recommendations that is forwarded to the WSCUC Commission for action. Tamela Hawley, Vice President, WASC Senior College and University Commission is Santa Clara's WSCUC Staff Liaison. SCU's external review team consists of the following members:

Timothy Snyder
President and Review Team Chair
Loyola Marymount University

Eric Klein
Dean, Learning and Technology Resources
Grossmont College

Tatiana Nazarenko
Dean, Curriculum and Educational Effectiveness
Westmont College

Katy Roig
Vice President and Chief Financial Officer
University of San Diego

Harold Stanislaw
Professor of Psychology
California State University

Feedback from the External Review Team

In March 2020, the external review team met as a group to review [Santa Clara's Institutional Report](#). Based on their reading of the report, the team commended SCU on the following eight accomplishments and practices:

1. The institutional report demonstrated engagement in authentic reflection during the self-study process. The identification of strengths and weaknesses was candid and straightforward.

2. SCU has a clear purpose, mission, and vision of who they are and what they want to become. The academic programs of the institution seem to be appropriate in content and standards of achievement. The larger university mission is aligned with individualized school missions. Student learning outcomes are mission-driven; they reflect the vision and core values of the institution and are established for all programs. Co-curricular programs are appropriately designed to reinforce the goals of the academic and professional programs.
3. Curriculum and assessment processes are aligned with the Core Competencies. The Core is also infused with high-impact practices.
4. The team is impressed by the emphasis on the retention and graduation of SCU students. The team also commends SCU for narrowing related success gaps for historically underrepresented students.
5. SCU has a comprehensive program review process and an appropriate infrastructure for assessing student learning, particularly for undergraduates.
6. SCU is in a position of financial strength. Its operating performance and outlook are strong, as evidenced by Moody's report. Planning appears to support long-term sustainability and viability.
7. The team commends SCU for ensuring that the institution's transfer policy is accessible and transparent.
8. The institutional report provided a comprehensive analysis and explanation of how SCU ensures the meaning, quality, and integrity of degrees. Thorough processes are in place for the approval of new programs and courses. These processes include the articulation of student learning outcomes to ensure that all programs and courses are consistent with maintaining SCU's standards. Separating the meaning of degrees by degree type is helpful for understanding the nuances that distinguish the degrees from each other.

The review team also identified the following six lines of inquiry that it would like to explore during the site visit in October 2020:

1. The team would like to learn more about efforts and progress at SCU related to diversity, equity, and inclusion. Specific areas of interest include: foundational statements or purposes, policies for promoting inclusive excellence, and goals or other milestones, together with the expected or desired timelines for achieving these markers. The team also seeks a better understanding of the progress that SCU has made since the last WSCUC review in its attempts to serve marginalized communities, including the evidence SCU uses to gauge progress.
2. The team seeks to learn more about shared governance, transparency, and communication at SCU. As with the preceding line of inquiry, the team is particularly interested in learning more about foundational statements or purposes, policies, and goals and timelines. The team also seeks a better understanding of the degree to which the self-study process involves the entire campus community, including alumni and trustees.

3. The team seeks updated information regarding the accomplishments to date for the other issues identified in Component 8 of the institutional report. What progress has already been made, and what are the schedules and milestones associated with addressing these issues?
4. The team seeks additional information on how SCU utilizes the assessment of student learning and co-curricular programs to guide pedagogical, curricular, and institutional changes, including (but not limited to) how assessment data are used for financial planning. Additionally, the team seeks clarification of the timelines for improving the assessment of graduate programs and for assessing student affairs programs.
5. The team would like to know of plans to establish and sustain a culture of assessment and student success at the graduate level, including, where appropriate, engagement of contingent faculty. The team is also interested in learning how SCU is addressing completion rates for graduate programs.
6. The team seeks information related to teaching and learning in SCU's online programs, including curriculum development and assessment of student learning; status/rank of online instructors and support and professional development of part-time online instructors; and integration of online learners into the life and culture of the institution.

Section II: Summary of Evidence from the Institutional Report and Updates of SCU Actions

Institutional Data Related to the Lines of Inquiry

Many of the lines of inquiry were addressed in [Santa Clara's Institutional Report](#). Below, we share what WSCUC requested of Santa Clara University, a summary of what we had provided to WSCUC previously related to each line of inquiry, and an elaboration or update on each area.

WSCUC Line of Inquiry #1:

The team would like to learn more about efforts and progress at SCU related to diversity, equity, and inclusion. Specific areas of interest include foundational statements or purposes, policies for promoting inclusive excellence, and goals or other milestones, together with the expected or desired timelines for achieving these markers. The team also seeks a better understanding of the progress that SCU has made since the last WSCUC review in its attempts to serve marginalized communities, including the evidence SCU uses to gauge its progress.

Santa Clara University's Discussion of Diversity, Equity, and Inclusion: Summary from Institutional Report

As noted in Section 8 of the report, issues related to diversity, equity, and inclusion have been identified as challenges for SCU. Since the most recent WSCUC reaffirmation report and the interim report, SCU has made progress toward achieving its goal of building a more diverse community of students, faculty, and staff, and it continues to actively work on this. At the same time, the university acknowledges that more work needs to be done. Experiences and new sources of data have clarified the pressing need to address inequities in experience in the classroom, the workplace, and informal gathering places. SCU must work more deliberately toward ensuring an open and equitable learning and working community—one in which all members experience respect, care, affirmation, and encouragement.

The need for a stronger institutional commitment to diversity and inclusion was underscored when, in 2015, anonymous racist posts aimed at students of color were posted on the social media platform Yik Yak. This prompted general university outrage and, importantly, the formation of a student initiative called Unity 4¹. The Unity 4 group criticized the lack of an effective and immediate response to the postings on the part of the administration. It also drafted a statement identifying 21 conditions in which action was needed for SCU to become a more inclusive and equitable community. Quarterly diversity and inclusion forums and dedicated meetings sustained communication between Unity 4 student leaders and university administrators. The conferral of department status to Ethnic Studies and Women's and Gender Studies and the incorporation of a three-part diversity learning experience for all incoming students were among the immediate actions taken.

Since 2015, several major institutional efforts have led to a deeper understanding of the challenges and necessary actions related to diversity. A Blue Ribbon Commission on Diversity and Inclusion was convened by former President Michael Engh, S.J., to "recommend strategies for transformational change that will make Santa Clara a more diverse, compassionate, and just university." The Commission's [final report](#) was made available to the university community in early 2017, and the Task Force on Diversity and Inclusion was then established to develop strategies for implementation.

The Task Force recognized the critical need to understand the campus climate for students, faculty, and staff around diversity and inclusion, and endorsed the implementation of a formal Campus Climate Study. The findings from an extensive survey on the campus climate were shared in 2018 in a series of open forums. A significant number of concerns were expressed by students, faculty, and staff of the university community about their experiences with discrimination, marginalization, and lack of support. The data also revealed a lower sense of belonging among first-generation students, students of color, women, members of the LGBTQ+ community, and students from low-income families.

In 2019, after a series of forums, meetings, and conversations, members of the Task Force, senior leadership (including the Cabinet and deans), the Planning Action Council University Policy Committee, and others formulated [10 priorities](#) that are currently driving efforts to improve diversity and inclusion at SCU. These include 1) cultivating and enhancing a culture of respect and belonging, 2) promoting and advancing diversity and inclusion initiatives, and 3) reviewing and improving policies and processes to address concerns expressed in the Campus Climate Survey.

Addressed below are challenges related to building and retaining a diverse community of students, faculty, and staff, as well as strengthening the inclusivity of the campus environment.

Building a Diverse Community of Students, Faculty, and Staff

As a community, SCU is enriched by its diversity, and although the university has increased the diversity of its student body, there is still more to do. In fall 2018, 47% of the first-year cohort identified as students of color, with Asians, Hispanic or Latinx, and those of two or more races comprising the largest subpopulations. Just over 5% are non-resident aliens. However, Black or African-American and Native American students are less represented, accounting for 3% and 1%, respectively, of the undergraduate population. SCU is also less successful at recruiting students of lower socio-economic status; only 12% of undergraduates are Pell Grant recipients. As noted previously, increasing financial support for students is a major institutional goal at SCU. At the graduate level, the student population is more diverse given SCU's large population of international students. Thirty-two percent of graduate students are Asian-

¹ The Unity name was taken from previous student movements to address diversity concerns.

American or Latinx, 27% are white, and 29% identify as non-resident aliens. Black or African-American graduate students are less represented, accounting for only 2% of the graduate population. While there is greater diversity at the graduate level, there is a sense that SCU should continue working toward increasing its number of graduate students of color, particularly from the Black or African-American community.

Diversifying SCU's faculty is recognized as an important need that is especially critical as the institution's student population becomes more diverse. SCU is achieving gender parity among its tenure-track faculty: During the 2018–2019 academic year, 51% of assistant professors identified as female, although the associate and full professor ranks were still composed of a larger percentage of men (63% in both ranks). [Institutional Research data](#) shows that the ethnic and racial diversity of tenure-track faculty is growing, with 39% of new hires in 2018 identifying as people of color. At the same time, renewable-term faculty and adjunct faculty are not as racially and ethnically diverse as tenure-track faculty. Approximately 26% of faculty identified as Black or African-American, Hispanic or Latinx, Asian, Native Hawaiian or Other Pacific Islander, or as two or more races.

Staff members at SCU are predominantly female (60%), and 40% identify as either Hispanic or Latinx (21.6%), Asian (13%), Black or African-American (3.4%), being of two or more races (2%), or Native Hawaiian or Other Pacific Islander (0.2%).

The hiring practices of faculty and staff play a key role in building a more diverse community. With support from the Provost's Office and academic deans, the Office of Diversity and Inclusion (ODI) reviews tenure-track job descriptions and recruitment plans, and it has provided inclusive search training for all tenure-track search committees since 2014. ODI began partnering with SCU's Human Resources department in 2016 to expand its efforts and provide training for all staff searches. These efforts have created a culture shift in understanding the importance of the job search process, the role of implicit bias, and the need for strategies to be more intentional and deliberate in recruitment and hiring.

SCU also addresses faculty hiring through its Inclusive Excellence Post-Doctoral Program. Although the program was developed more than a decade ago, it was relaunched in 2017 in coordination with the Jesuit Postdoctoral Diversity Program Consortium. This consortium encourages fellow Jesuit institutions to hire diverse postdoctoral fellows and provide them with meaningful employment experiences within the Jesuit educational setting, tangible professional development opportunities (including career preparation), and a network of peers.

Once faculty and staff are hired, SCU is aware of the need to pay attention to ways of supporting their success and retention. Faculty in all position types are encouraged to participate in a wide array of professional development programs (lunchtime presentations, daylong or multiday workshops, etc.) offered through the Faculty Development Program and the Faculty Collaborative for Teaching Innovation. All tenure-track faculty have the option to participate in the National Council on Faculty Development and Diversity's (NCFDD's) Faculty Success Program. Over the past five years, over 80 tenure-track faculty have participated and reported that the intensive personal mentoring and accountability of the NCFDD program resulted in significant positive effects on their research and productivity. Similarly, Human Resources offers a rich array of [professional development and wellness programs](#) that are open to all faculty and staff.

The university's efforts to bolster salaries and provide housing assistance for both faculty and staff, as noted in Section 7, are expected to play an important role in attracting and retaining a strong pool of diverse faculty and staff.

Working Toward a More Inclusive Culture

SCU is also committed to strengthening its culture of inclusion, recognizing that this work must begin in the classroom, extend into the workplace, and shape all the other sites on and off campus where students, faculty, and staff gather.

Results from recent student surveys have pointed to areas in which improvements are needed. Among undergraduates, 22% of students reported a low sense of belonging (Campus Climate Survey, 2018), with many of those students being members of historically underrepresented groups. Just over a third of seniors (35%) reported having heard faculty members express stereotypes based on race or ethnicity, gender, sexual orientation, or religion (HERI College Senior Survey, 2017). Seventy percent of undergraduate and 79% of graduate students feel very comfortable or comfortable with the overall campus climate, and 80% of undergraduate and graduate students feel very comfortable or comfortable with the climate in the classroom. In both instances, those students who are less likely to feel comfortable are those from historically underserved groups (Campus Climate Survey, 2018).

Recognizing the importance of faculty–student interaction and the classroom environment, SCU has spearheaded a number of recent initiatives that provide faculty with professional development opportunities known to make the classroom a more inclusive place. Examples include:

- The Institute for Teaching Excellence: The Faculty Development Program launched a yearlong online course (with face-to-face discussion sessions facilitated by SCU) focused on evidence-based teaching practices. Online modules developed by the Association of College and University Educators (ACUE) address student engagement, course and assignment design, civility in the classroom, active learning across disciplines, inclusive teaching practices, and efficient and equitable grading. In 2018–19, 30 tenure-track and renewable-term lecturers completed the program, and 30 additional faculty were involved in 2019–20.
- Faculty–staff discussion groups of Lisa Nunn's book *33 Simple Strategies for Faculty: A Week-By-Week Resource for Teaching First-Year and First-Generation Students* (2018).
- Faculty Communities of Practice: The Faculty Collaborative for Teaching Innovation is currently piloting a three-part Faculty Community of Practice (FCP) on teaching to improve learning equity, supported by the deans of each of the undergraduate schools and the Provost's Office. FCP facilitators designed this program to support faculty collaboration around shared goals, including course design strategies for creating a supportive, inclusive, and learner-centered learning environment. After just one session, 65% of participants responded that they had made good or great gains in implementing goals for an inclusive course climate.
- Teaching to Increase Diversity and Equity in STEM (TIDES) delegation: In spring 2019, seven participants from the College of Arts and Sciences, School of Engineering, and Faculty Development attended the [AAC&U TIDES Institute](#). This institute aims to improve the learning outcomes and retention of students who are historically underrepresented in the computer/information sciences and related STEM disciplines. Faculty and staff from the delegation will develop programs at SCU based on their experience at TIDES.

- Faculty senate engagement: Key staff from the Provost's Office met with the Faculty Senate Council in November 2018 and January 2019 to discuss how faculty could advance a positive classroom climate. Faculty Senate Council representatives shared information about practices and initiatives taking place in several departments and brainstormed ways to improve the campus climate.

Within the broader student realm, other divisions and programs are working to strengthen a sense of belonging in all students, especially those from groups traditionally underrepresented at SCU in terms of their racial and/or ethnic, socioeconomic, and gender identities. The [Office for Multicultural Learning](#) sponsors many outreach efforts, including cultural celebrations, Difficult Dialogues, and cultural achievement ceremonies at the end of each academic year. The [LEAD Scholars](#) Program for first-generation college students has expanded to accommodate a greater number of first-generation students and provide programming for students beyond the first year. It also provides financial support for students so that they can engage in high-impact experiences, such as Study Abroad or unpaid internships. Opportunities for LGBTQ+ individuals are offered through the [Rainbow Resource Center](#). Finally, SCU has expanded affinity groups within the [Alumni Association](#) to include all cultural groups, LGBTQ+ alumni, and veterans.

SCU is also continuing its efforts to strengthen its ongoing relationship with the Ohlone and the Muwekma Ohlone people, who called, and still call, the land on which SCU sits home. The university has developed a [land acknowledgment](#) to recognize and honor the Ohlone and the Muwekma Ohlone people as stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories. It was first introduced in fall 2015 and has been expanded to be included in formal university events and occasions. Over the past two academic years, several other initiatives have been launched. The Ohlone History Working Group was formed to explore ways of honoring our pre-Mission ancestors and their descendants; students with the Native American Coalition for Change hosted a pow wow on campus; tUrn Climate Crisis Awareness and Action honors Indigenous perspectives by prioritizing Indigenous climate leaders' and activists' teachings; and Ohlone and Muwekma Ohlone members participated in President O'Brien's inauguration ceremony.

Additionally, [the de Saisset Museum](#) has embarked on a [major renovation and redesign](#) of its California History Permanent Collection exhibit, in consultation with an advisory group that includes four Ohlone members. According to Museum Director Rebecca Schapp, "We were committed to revising the cultural content of the display to better reflect modern understandings of the Mission Era and the complex relationship between the Spanish, our Catholic Mission and the local Ohlone tribe." The university realizes that these efforts to re-center the voices and experiences of native peoples will take time, but the acceleration of progress along multiple lines in recent years is heartening and portends well for a better SCU in the future.

While SCU has made important strides in the areas of diversity and inclusion since the 2011 WASC Reaffirmation and the 2014 Interim Report, its work on improving them is an ongoing effort. SCU will continue to strengthen its efforts and ensure that it responds positively to the changing landscape and needs of its many stakeholders. The Campus Climate Study, along with other survey data, provide benchmark data from which SCU can track its progress and better meet its goals. This work will be aided by the addition of a chief diversity officer who will report to the president and serve as a member of the Cabinet. The position profile is being finalized, and the search will commence in winter 2020.

Update on Diversity, Equity, and Inclusion Since the Report Was Submitted

Santa Clara continues to work on issues related to diversity equity, and inclusion. As we write this update, it is important to acknowledge that a racially charged incident took place on campus on August 22, 2020. An African American professor in the College of Arts and Sciences reported that Campus Safety stopped her sibling on-campus and asked him to leave the campus. Campus Safety then followed the man to the professor's house and asked the professor to prove that she was a University employee and that she lived in the house. Since the initial incident, the [President called](#) for an investigation into the incident, racial profile training, and community conversations, and [followed up with additional actions](#) including an audit of past and present practices, policies, and records of Campus Safety. Additionally, the Campus Safety Officers involved are on administrative leave. This racially charged incident is troubling on so many levels and demonstrates that more work is needed in the area of racial justice. This case, as well as other campus-wide discussions following the murder of George Floyd and other instances of police brutality, have resulted in calls to action from many units on campus, including the Faculty Senate, the Staff Senate, and the Student Senate.

We also want to acknowledge the work that has taken place related to the [Ten Priorities](#) that emerged from the [Campus Climate Report](#). Below is a brief update on our work in each of these areas.

Honest, Open, Respectful Engagement

- Initiation of the monthly Community Conversations series, which has been held on the first Tuesday of every month since October 2019
- Since April 2020, conversations have been held via Zoom and have expanded to include alumni perspectives. The shift to Zoom sessions has actually led to greater participation and attendance compared to when the sessions were held in person. The in-person sessions averaged 30–35 people, while the Zoom sessions have been averaging around 90. The Community Conversation that was the Vigil for Racial Justice maxed out at 300 participants, with a further 500 watching via the livestream.
- Other community conversations have taken place in addition to the regularly scheduled conversations. For example:
 - The associate provost has been working closely with Igwebuike student leaders to address their concerns regarding racial justice issues.
 - The provost, vice provost, and associate dean from the College of Arts and Sciences met with students from Ethnic Studies.
- Efforts with the Ohlone working group have continued, and the report for the president has been finalized.

Reduction of Sexual Misconduct and Support for Survivors

- Development of a New Strategic Plan for Violence Prevention with the following three priority areas:
 - Expanding interpersonal violence (IPV) prevention outreach, education, and training
 - Communicating clear and transparent Title IX processes
 - Establishing a victims' advocate/support group
- New Bystander Intervention workshop
- Preparing for new Title IX regulations for the 2020–21 academic year
- Holding summits with Greek community leaders and Greek-affiliated students
- The Division of Student Life will hire a full-time assistant director for Student Survivor Advocacy and Campus Support Services in the Wellness Center. This position will work closely with the Assistant Director – Violence Prevention Program Coordinator, who coordinates campus and community resources to support students who have experienced traumas such as sexual assault, intimate partner violence, and related abuse, and they will also help to increase community-wide education and awareness.

Positive Classroom Environment

- Fall 2019 programming focused on inclusive teaching practices:
 - October: Embracing Diversity in the Classroom ACUE open module. Sixty-two faculty and staff participated in an “Embracing Diversity in Your Classroom” ACUE module. Faculty and staff reported the implementation of new practices as a result. Full assessment data are available. A new research report from ACUE describes how ACUE teaching strategies were shown to be particularly effective for Black students and Pell-eligible students.
 - October: Marcia Chatelain, a Georgetown faculty guest speaker, spoke on inclusivity as a key component of Jesuit education. Thirty-two faculty members attended.
 - October and November: Cafe Presentations: Inclusive Teaching Practices
- Winter 2020 programming focused on inclusive teaching practices:
 - January/February: Thirty-three Strategies Reading Groups followed up on broad participation in winter and spring 2019; 20 faculty and staff participated in the reading groups per above.
- Spring 2020 programming focused on inclusive teaching practices:
 - April–June: Teaching support and resources for faculty in the pivot to online learning included an emphasis on inclusive practices, such as strategies for making Zoom sessions inclusive and interactive, supporting students’ well-being, and meeting students’ individual needs. All of the online teaching resources that were shared with faculty through an ongoing email series are also available on SCU’s Instructional Continuity website.
 - April–May: The Faculty Collaborative for Teaching Innovation created and administered a series of surveys to understand students’ initial needs in the shift to remote instruction, as well as their continuing needs and responses to remote instruction.
 - The surveys indicated a number of challenges and concerns that students faced. The Collaborative disseminated a summary of these challenges, as well as a set of evidence-based practices to overcome them, to faculty. In addition to sharing the survey findings through emailed reports, the Collaborative led presentations for all deans as well as departments chairs in the College of Arts and Sciences, which focused on strategies for inclusive, evidence-based online teaching practices to address the gaps and needs identified by the SCU student surveys.

Community of Belonging

- The week-long festivities for the inauguration of University President Father O’Brien showcased a series of events that helped to foster the feeling of community and belonging on campus
- Here is an update on the First Year Immersions & Excursions:
 - The Into the Wild outdoor wilderness group hosted five Adventure Trips in September during the week prior to the start of fall classes. These trips included the following destinations: Big Sur, Emigrant Wilderness in the Sierras, Inyo County in the Sierras, Point Reyes National Seashore, and Trinity Alps. Each 2.5-day trip ranged from having 8–10 first-year students led by 2 or 3 trained and certified Into the Wild trip leaders.
 - In late October, Into the Wild hosted one of two horseback riding trips to Mar Vista Stable in Daly City that attracted 12 first-year students, including one who was struggling with finding a sense of belonging at SCU but is an avid equestrian (she was referred to our program by another office that is connected with her parents). The second horseback riding trip to a different stable was scheduled for the spring quarter but was canceled due to the pandemic.
 - In early March, Into the Wild hosted a guided kayaking tour by a professional company at Elkhorn Slough that attracted another 12 first-year students. Into the Wild also had at least

- one more additional trip planned for first-year students during the spring quarter, but this trip was also canceled due to the pandemic.
 - In late February, the Ignatian Center for Jesuit Education teamed up with the Momentum men's program to offer first-year students a guided experience learning about homelessness in San Francisco's Tenderloin District. This day-long excursion attracted nine student participants plus three faculty and staff members.
 - The Santa Clara Review literary magazine and the English Department were planning to offer two Nature Writing Retreats—each one focusing on a different genre of writing—during the spring quarter, but these were canceled due to the pandemic.
 - The Office for Multicultural Learning was planning an April leadership summit for first-year students to explore the intersection of identity, diversity, inclusion, and leadership, but this was canceled due to the pandemic.
- Update for the Momentum program:
 - Momentum's mentorship program began in the fall quarter with three informational meetings to prepare the nine students in the program to learn what mentorship is and how to benefit from it while also learning about the various features of the program.
 - Each student was paired with a faculty/staff mentor, and, starting with the winter quarter and extending into the spring quarter, each pair was required to meet several times per quarter in whatever format was most convenient to the mentee and the mentor.
 - In addition to the mentee/mentor pair interactions, we hosted large group gatherings every three weeks on Friday afternoons during the winter and spring quarters. Each of these gatherings involved key topics and lessons that we covered through presentations, videos, and discussions.
 - On Saturday, February 22, a key feature of the program—the Urban Plunge—was facilitated by the Ignatian Center. Charles Mansour led all mentees and two mentors to the Tenderloin District of San Francisco to participate in the Street Retreat program of Faithful Fools.
 - A social gathering to participate in a local escape room was planned for March 13, but this was canceled due to the pandemic.
 - Lastly, three of our nine mentees expressed interest in participating in an immersion program led by the Ignatian Center, but all programs were canceled due to the pandemic.
- In partnership with Associated Government and the Center for Student Involvement, the next set of posters for the Bronco Posi initiative was launched in winter 2020.
- Due to the COVID-19 pandemic, orientation has shifted to an online format, and efforts to ensure that community building will continue have been made.
- A discussion occurred within the Student Experience Resilience and Recovery Working group to address issues affecting students due to remote learning and community building.

Support for Community Members with Disabilities

- The office formerly known as Disabilities Resources is now operating under a new name: the Office for Accessible Education.
- In fall 2019, the Office for Accessible Education moved to a larger space in the Benson Student Center.
- Formation of a new SCU Disabilities Network for faculty and staff

Diversity and Inclusion

- Vice President for Diversity, Equity, and Inclusion: A search committee was formed, and focus groups were held to develop and finalize the job description. The position was posted in March

2019; however, due to the COVID-19 pandemic, the search was paused. It is anticipated to resume in fall 2020.

- Campus Climate Data Analysis: Rescinded to multiple requests for data from departments and units across the campus and consultation with departments/areas.
- Quarterly Diversity Forums: In collaboration with the Inclusive Excellence Student Advisory Council (IESAC), Quarterly Forums continued, and attendance was expanded as students added new elements such as hot topic discussions. In addition, Council members developed a strategy in which each Council member is paired with a specific member of the administration.
- ODI continues to partner and co-sponsor events for the university community. These have included Latin American Studies with Amanda Paterson and Melissa Elizondo, Native American Story Telling with Ann-Marie Sayers and Kanyon Sayers-Roods, a session on the Holocaust with speaker Bogdan Bialek, and collaboration with the U.S. Holocaust Museum with Dr. Marcia Chatelain from Georgetown University through Faculty Development. They also included a range of undergraduate and graduate student groups, such as the Latinx Student Union, Igwebuike, the Black Law Student Association, and La Raza.
- ODI was a partner in bringing Robin DiAngelo to campus to discuss her work around white fragility. ODI covered the expenses for the books that were provided to faculty, staff, and students for the reading groups organized by OML. This was part of the library's Book of the Quarter event.
- ODI supported interested faculty in attending a presentation by Jennifer Eberhardt and providing copies of her latest work, *Bias*.
- The 2nd Annual PowWow was planned for, but it was subsequently canceled due to the shelter-in-place orders established in May 2020.
- The updated deSaisset exhibit on California Stories from Thiamien to Santa Clara was officially unveiled in winter 2020.
- A new website has been developed that focuses on updates regarding [Advancing Racial Justice](#).

Bias Incident Response

- A working group convened to review existing policies and procedures in fall 2019 and winter 2020.
- Work is currently underway to update and revise policies and procedures, with new website and educational campaign to be launched in fall 2020 for the start of the new academic year.
- Focus has been placed on enhanced education, the promotion and explanation of process, and the sharing of quarterly data.

Compensation, Benefits, and Housing

- The second phase of the staff market adjustment was done in late summer 2019.
- Due to the COVID-19 pandemic, some items have been delayed/paused.
- The housing project held focus groups and sessions with the community in fall 2019. While the pandemic has slowed things since March 2020, the university is on track to get its land re-titled and then to return to City Council for final approval. Actual construction will depend on the external environment.

Conflict Resolution

- There are no new updates in this area. Discussions will pick up in the fall to determine the next steps with the Ombuds proposal and other items.

Professional Growth and Fair Treatment

- HR, with nominations by leadership, ran a Women Aspiring to Lead two-day workshop in November and December. The cohort continues to meet to provide professional development support and training.
- HR has made one-on-one professional development coaching more available to staff and managers.
- Through workday performance, there is more transparency as well as a mechanism for supervisors and employees to review and update their goals on a regular basis.
- Over the last year, market adjustments were made and compensation guidelines were updated to focus more on internal equity.

WSCUC Line of Inquiry #2

The team seeks to learn more about shared governance, transparency, and communication at SCU. As with the preceding line of inquiry, the team is particularly interested in learning more about foundational statements or purposes, policies, and goals and timelines. The team also seeks a better understanding of the degree to which the self-study process involved the entire campus community, including alumni and trustees.

Santa Clara University’s Discussion of Shared Governance, Transparency, and Communication: Summary from Institutional Report

Issues related to collaborative governance and decision making continue to be a challenge for SCU. Data from the Campus Climate Survey indicate that notable percentages of faculty and staff do not feel included in decision-making processes. Among faculty, 46% of tenured and tenure-track faculty and 53% of non-tenure-track faculty reported that their opinions are not taken seriously by senior administrators. These data are reinforced by the 2016–2017 HERI Faculty Survey, which suggest that 75% of faculty who teach undergraduates strongly agree or somewhat agree that the faculty are typically at odds with university administration, and 50% do not think they are sufficiently involved in institutional decision making. Staff members also have concerns, with 28% noting in the Campus Climate Survey that their opinions are not valued by faculty and administrators.

As the university grapples with issues related to decision making, it is important to note that there is an established governance process in place at SCU. The model is structured around a set of University Policy Committees (UPCs) that serve as the final collaborative bodies with the authority to formulate and recommend new university policies and major strategic changes and to review significant changes to existing policy. The UPCs were developed in the early 1990s and were based on nine principles of [good governance](#). As mentioned in Section 1, there are six UPCs and two standing committees.

Table 8.2 University Policy Committees

Policy Committees	Standing Committees
Academic Affairs	Benefits Committee
Faculty Affairs	Research Committee
Planning Action Council	
Staff Affairs	
Student Affairs	
University Budget Council	

Administrators and policy committees are expected to consult with the Faculty, Staff, and Student Senates. Proposals for significant changes to the university can be initiated from any unit within the

university; however, they need to be reviewed and discussed by the appropriate UPC and the appropriate university administrator.

When considering shared governance at SCU, there are examples of meaningful progress as well as painful mistakes. On the positive side, [recommendations](#) from a 2012 Task Force on Governance contributed to the development of a governance orientation for all UPC members, as well as increased communication between the UPCs and the university community. As a part of their standard processes, each UPC posts agendas, meeting minutes, and year-end reports on an [accessible website](#). Additionally, the chairs of Faculty Affairs, Academic Affairs, and Staff Affairs regularly attend Senate meetings to discuss and solicit feedback on pending policy proposals. There is also evidence to suggest that the governance structure provides a path for faculty, staff, and students to develop policy and make recommendations that help the institution fulfill its core functions. For example, [Appendix 8.4](#) provides a summary of the Academic Affairs Committee's efforts to review and endorse the implementation of new academic programs, examine and debate the closure of less successful programs, and consider changes to key academic policies. Similarly, [Appendix 8.5](#) showcases the Faculty Affairs Committee's work on faculty appointments, compensation, copyright, housing, and tenure and promotion.

Although there are examples of success, missteps have contributed to deeply held concerns about the governance process. As previously noted, approximately 50% of faculty expressed concerns about university decision-making through the 2019 Campus Climate and the 2017 HERI Faculty Surveys. In addition, the Faculty Senate Council expressed reservations in 2018 when it unanimously approved a resolution on shared governance ([Appendix 8.6](#)). In both the Campus Climate Survey and the Faculty Senate resolution, concerns about the decision-making process in topics such as health care, STEM planning, sustaining excellence, and the El Salvador Study Abroad Program were identified.

As the institution moves forward, there is clearly a need for commitment to the principles of [good governance](#), as outlined in the UPC Charter. The recent transitions among senior leaders have provided the university an opportunity to come together in order to revisit principles and discuss ways to apply them to everyday decision-making. In his [opening day message](#) to the SCU community, University President Kevin O'Brien, S.J. noted that one of his four priorities is to "build a campus community and a culture with deeper trust and respect, one that is marked by transparency and accountability, and clarity of decision making." To that end, Father O'Brien will be meeting with key faculty and staff to review the governance model, discuss how issues affecting faculty and staff can be resolved in the governance structure, and explore the roles of various constituencies. While much work still needs to be done, these recent efforts suggest that there are opportunities for SCU to work together in order to strengthen governance.

Adjunct Faculty and Lecturer Concerns

While issues related to decision making, transparency, communication, and fairness affect the entire institution, adjunct faculty and lecturers have expressed significant concern over the past several years. Data from the Campus Climate Survey and other sources indicate that non-tenure-track faculty have serious concerns about their voice in governance at the university and department levels as well as the stability of their employment, compensation, and housing. These concerns have led some to call for the formation of a union for adjunct faculty and lecturers. While the conversation about a union continues to be discussed, the university has been working to provide greater support to non-tenure-track faculty. Recent efforts include:

- The Task Force on Best Practices for Lecturers: This task force, created in January 2018, was charged with investigating and conducting a review of best practices for all lecturers in the following areas: hiring protocols, job stability, service expectations, respect, and resources. The Task Force developed 26 recommendations, which it submitted to the Faculty Affairs Committee and the Provost ([Appendix 8.7](#)).
- The Faculty Affairs Committee Subcommittee on Lecturers and Adjuncts: The Faculty Affairs Committee developed a subcommittee to assist in reviewing and drafting policies and procedures related to adjunct faculty, lecturers, and senior lecturers. The subcommittee has been examining recommendations from the Task Force on Best Practices for Lecturers and developing policy language that would codify a career track for teaching faculty.
- The University Procedures and Guidelines: Staff from the Provost's and Deans' Offices, the Faculty Affairs Committee, the Task Force on Best Practices for Lecturers, and the Committee on Lecturers and Adjuncts collaborated to revise the *University Procedures and Guidelines* for faculty with the aim of providing greater clarity, consistency, and stability of these guidelines among adjunct faculty and lecturers. Revisions included providing pro-rated compensation for course cancellations, shifting notifications of reappointment from May to March so that faculty can plan better, developing activity reports and evaluation templates for adjunct faculty to ensure greater consistency, and simplifying renewal procedures for renewable-term faculty.
- Department chair formation: Faculty Development has developed a project-based approach to support chairs, and it is being piloted in 2019–20. This program focuses on developing effective leadership skills and increasing the knowledge of the university and relevant departments. As a part of the process, participants will develop tools to promote transparent communication, stability, trust, and clarity around policies, procedures, and department culture.
- Compensation: As mentioned in Section 7, considerable effort has been made to strengthen faculty salaries. Over the past two academic years, \$500,000 has been allocated in market adjustments to bolster renewable-term faculty salaries, with all lecturers receiving a \$3,800 market adjustment and senior lecturers receiving a \$2,500 market adjustment. These adjustments, which took effect in fall 2019, are supplementary to merit and promotion increases. For the 2020–21 academic year, the Provost's Office is exploring strategies to provide market adjustments for adjunct faculty.
- Housing assistance: In 2018, the rental assistance program was expanded to include support for renewable-term lecturers. They are eligible for rental assistance for nine years, for a total benefit of approximately \$70,000. In addition, SCU is exploring the development of a [290-unit apartment complex](#) that would be available to all faculty and staff.

Staff Concerns

As noted earlier in this section, there are concerns about the adequacy of the number of employees on the staff side, particularly in those offices that are student-facing. A recent review of the minutes of the Staff Senate indicate two primary areas of concern: 1) compensation and benefits (compensation, housing, childcare benefits, retirement, and tuition remission), and 2) communication and staff representation on policy committees. Staff responses to the Campus Climate survey provide additional insights into both of these concerns—the majority (60.5%) do not find salaries are competitive (more staff find vacation time and health benefits competitive, at 74% and 73%, respectively). Regarding

communication and perceptions of being heard and valued, only 28% of staff agree that their opinions are valued by SCU faculty and administration. Staff seek more opportunities for career development (42% feel positive about their career opportunities at SCU). Some progress has been made on staff compensation and staff representation on policy committees, but more work is needed. Additionally, the university must continue to work on ways to include and value staff voices in university matters and decision-making, along with finding ways to promote staff development.

SCU continues to grapple with challenges related to governance, decision-making, transparency, and communication. Informed by experience and data, policy committees, support programs, and a cadre of faculty, staff, and administrators have been working to make improvements so that all faculty, staff, and students are treated with respect and have a voice in the life of the institution. This work is not yet complete, but steps are being taken to move in a supportive direction.

Update on Shared Governance, Transparency, and Communication Since the Report Was Submitted

Shared governance: The challenges of the pandemic have provided SCU with an opportunity to work through a difficult set of challenges while engaging the campus community.

In spring 2020, President O'Brien tasked the COVID-19 Resilience & Recovery Working Group with planning scenarios for how SCU will continue to offer an exceptional Jesuit educational experience while both preserving our core academic mission and caring for the well-being of our community. Specifically, the group, which is temporary in duration, was charged to:

- chart a flexible path forward for the next 12 to 18 months (via 6-month, 12-month, and 18-month plans)
- preserve and invest in the core teaching and learning mission of the university
- care for the safety and well-being of our community
- steward financial resources of the university
- exercise distinctive cura personalis for our students, faculty, and staff

The group included representatives of collaborative governance and worked closely with relevant governance committees. The leads of the seven teams that comprise the working group made recommendations to Father O'Brien to inform his decisions for the upcoming academic year. In many cases, the Working Group regularly communicated and engaged with our existing shared governance committees. At the same time, there were [challenges, which have been addressed](#). In addition, senior leadership has publicly committed to continue working with shared governance as the Working Group sunsets.

Transparency and communication: The university has worked tirelessly to provide all members of the community with regular updates about planning related to COVID-19. A [robust website](#) was built with sections targeted to faculty, staff, and students. In addition, the university has facilitated more than a dozen town halls for faculty and staff. [These meetings](#) provide regular updates on issues related to fall 2020 planning.

Adjunct faculty and lecturer concerns: On August 3, President O'Brien asked Provost Lisa Kloppenberg [to begin exploring an "in-house" voting option](#) on the issue of unionization for our adjunct faculty and lecturers. As part of the process, the Provost will engage existing faculty governance bodies to anticipate and address together whatever changes to our governance system and its bodies might come with unionization.

WSCUC Line of Inquiry #3

The team seeks updated information regarding the accomplishments to date for the other issues identified in Component 8 of the Institutional Report. What progress has already been made, and what are the schedules and milestones associated with addressing these issues?

Santa Clara University's Discussion of Other Challenges in Section 8: Summary from Institutional Report

Section 8 focused on three sets of challenges: issues related to *Diversity, Inclusion, and Equity*, issues related to *Collaborative Governance, Decision Making, Transparency, Communication, and Fairness*, and issues related to *Institutional Support for Student Success*. This section focuses on institutional support for student success.

As noted in the original report, a review of recent student survey data from NSSE and HERI, along with other indicators of student success, led to the identification of some areas in which SCU believes it can do better. This section focuses on faculty–student interaction, students' perceptions of support from faculty, advisers, and student services, and infrastructure support for student services. This section also explores classroom utilization.

Student–Faculty Interaction

At SCU, undergraduate students experience an average class size of 23, with 42% of classes having fewer than 20 students and only 1.6% of classes having 50 or more students. The student-to-faculty ratio is 10.2:1. Yet, students' reports of student–faculty interaction in the NSSE survey showed that both first-year and senior students experience a lower level of student–faculty interaction than comparable institutions (Jesuit Consortium and Select Peers for first years; Select Peers for seniors). Additionally, seniors rated the overall quality of their interactions with faculty and academic advisers lower than did seniors in all three NSSE comparison groups. Given the importance that the university and its faculty place on excellent teaching, the Faculty Development Program and the Faculty Collaborative for Teaching Innovation have been engaging various groups of faculty in conversations about the data and what might be done to improve. Recent programs include:

- Institute for Teaching Excellence: As mentioned previously, the Institute addresses effective teaching and the establishment of teaching and learning practices known to be effective for all types of learners. The Institute is geared toward improving students' experiences in their courses, but the student observation below indicated that this will also affect the kinds of interactions that take place between students and faculty outside of class and in advising settings. One student enrolled in an Institute faculty participant's course in 2018–19 wrote the following in the professor's course narrative evaluation: "[My] professor mentioned at one point in the class that he was certified in a certain teaching method or discipline. If that is the method or approach he has to teaching, I believe that the school should definitely invest in getting more, if not all, professors on that certification ... He has challenged us to think critically and apply experience to discussions, and encouraged us to share and learn more on our own based on our passions. I felt challenged yet empowered under his instruction."
- The Faculty Development Program and the Faculty Collaborative for Teaching Innovation: These offerings support regular lunchtime conversations (CAFÉs), speakers, and workshops dedicated to topics related to student learning. Increasingly, SCU is making the content of these programs

available to faculty who are unable to attend, along with additional resources that faculty can peruse on their own.

- Faculty learning communities and communities of practice: Over the past two years, faculty have gathered on a variety of topics to engage in reading and conversations about teaching and learning.

Supportive Environment and Student Services

NSSE includes a set of measures that examine the extent to which students experience a supportive environment in their institutions. This includes support for academic success, learning support services, students’ overall well-being, attending activities and events on campus. The results for this NSSE engagement indicator fell short of what one would hope for both first-year and senior students. Additionally, seniors reported lower quality interactions with Student Services staff than seniors in all three comparison groups. At the graduate level, the Campus Climate Survey indicated that 50% of respondents did not think there were adequate opportunities to connect outside their school or department.

Concerned with the undergraduate data, faculty and staff from several key offices met to review the data from the 2018 NSSE survey about student engagement as well as students’ perceptions of support, the quality of their interactions, and faculty–student interactions. The discussion that ensued emphasized the importance of increased cross-unit collaboration between academic programs and Student Services to better address student needs. At the graduate level, more work is needed, as support services tend to be provided by individual programs.

The NSSE data, coupled with staff responses from the Campus Climate Survey, also led to an examination of staffing in key Student Services units. The WASC Working Group compared SCU’s staffing in 10 areas against a set of six benchmark institutions with which SCU competes for undergraduates (Table 8.1). In seven of the areas, SCU’s staffing fell in the bottom half of the benchmark institutions. The data appear to confirm the perception that SCU is lean in terms of staffing.

Table 8.1 SCU’s Staffing Compared with That of Six Benchmark Institutions

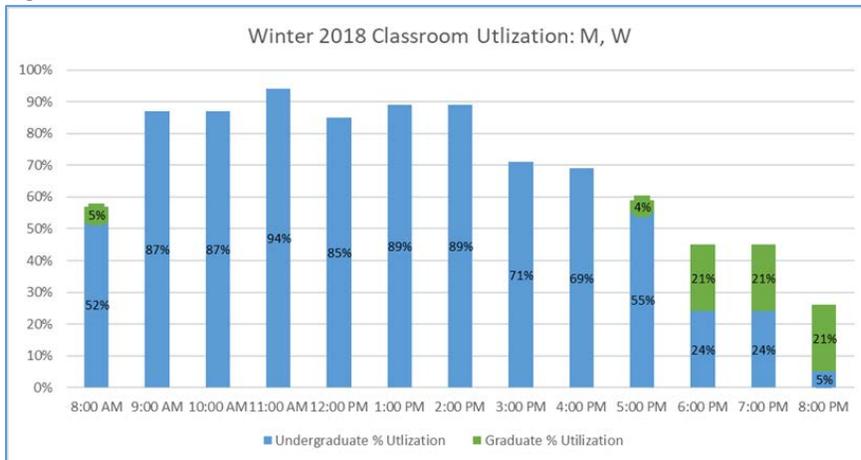
Department or Program	SCU Rank
Campus Ministry	3rd
Career Center	5th
Counseling Staff	4th
Office of Accessible Education	4th
Health Center	3rd
International Student Services	2nd
Residence Life	5th
Student Activities	4th
Study Abroad	6th
University Library	4th

A confounding issue is that the high-touch nature of student services work coupled with the increasing complexity of students’ mental health issues comes at a cost to individual staff, as the work is demanding and requires a high level of dedication and compassion. Aware of the impact that future growth at the undergraduate level will have, the Provost’s Office has coordinated with the University Finance Office to develop a model that will increase staffing in key offices to serve students over the next five years. While plans are in place, the university will need to be judicious in the allocation of resources to ensure that SCU remains as affordable as possible.

Classrooms

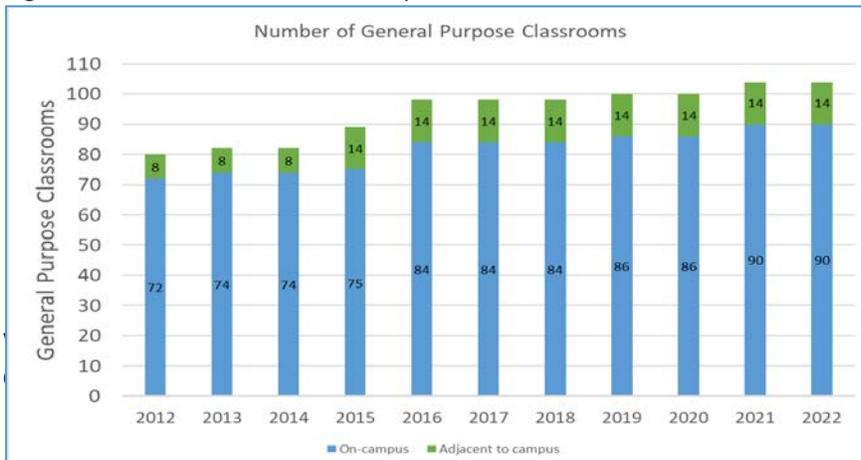
There have been calls to increase the number of classrooms in order to support undergraduate education. One concern is that departments are offering undergraduate classes outside of peak times because there is insufficient classroom space to meet all space requests. There are also concerns that holding classes after 3 p.m. affects students’ ability to engage in co-curricular opportunities.

Figure 8.1 Classroom Utilization



The data in Graph 8.1 clearly show that SCU’s utilization of general purpose classrooms between 9 a.m. and 3 p.m. is high, with the utilization rate varying between 87% and 94%. Recognizing the need for additional classrooms, the university has been working to expand its classroom inventory (Figure 8.2). Between 2012 and 2019, it increased the classroom inventory on the main campus by 19.4%. SCU has also added classrooms in Guadalupe Hall, a building located across the street from the main campus. With this addition, the number of general-purpose classrooms increased by 25%.

Figure 8.2 Number of General Purpose Classrooms



1, SCU will open the Sobrato new classrooms to the campus

inventory (after accounting for the classrooms that were taken down during the construction process). More importantly, the move of the natural sciences from the Alumni Science and Daly Science buildings will free up 52,000 square feet of classroom and office space. Although plans for the vacated space are still being developed, a sizable portion will be used to increase classroom inventory. Recent modeling suggests that adding between six and ten classrooms would be ideal to support undergraduate enrollment growth and reduce utilization during peak hours to 85%.

Update on Support for Student Success Since the Report Was Submitted

Student–faculty interaction: SCU continues to offer a significant amount of teaching support to faculty. As SCU pivoted to online learning in spring 2020, the Collaborative for Teaching Innovation partnered with the ACUE to offer the [COOL program](#) to more than 350 SCU faculty. The program is designed to support faculty as they work to build inclusive and supportive teaching in an online environment. The COOL programs consist of three components:

- Part One covers a range of online, inclusive teaching practices. Each module takes approximately three hours to complete and includes texts, videos, discussion, and reflection prompts.
- Part Two is a series of 90-minute workshops on SCU’s suite of technology tools. Participants will choose at least two Academic Technology workshops to complement the content introduced in the ACUE modules (see the available workshops [here](#)).
- Part Three includes optional follow-up disciplinary cohorts and faculty mentors as needed to support faculty as they implement practices in their courses.

In addition to COOL, the Collaborative for Teaching Innovation has engaged in a deep assessment of student learning in the online world. Findings from their report are summarized in [How We Taught and What We Learned: Teaching and Learning at SCU in Spring, 2020](#) and are being shared with faculty in an effort to strengthen instruction.

Staffing in key student service areas: Given the current pandemic and related financial issues, a hiring freeze has been implemented at the university. SCU will revisit this issue once it has a better sense of fall 2020 enrollment.

Addition of classrooms: As noted in the institutional report, SCU is slated to add four permanent classrooms in fall 2021. Planning is also underway to determine the reuse of existing space that will be available after the completion of the SCDI. We anticipate that the university should be able to add between four and seven new classrooms as part of the re-map process.

WSCUC Line of Inquiry #4

The team seeks additional information on how SCU utilizes the assessment of student learning and co-curricular programs to guide pedagogical, curricular, and institutional changes, including (but not limited to) how assessment data are used for financial planning. Additionally, the team seeks clarification of the timelines for improving the assessment of graduate programs and for assessing student affairs programs.

Santa Clara University's Discussion on the Use of the Assessment of Student Learning : Summary from Institutional Report

Throughout Sections 4 and 6 of the institutional report, SCU provided numerous examples of how assessment is used to guide pedagogical, curricular, and institutional changes. Examples from the report include:

Program review: SCU's second program review cycle has been more robust than its first, with a greater emphasis being placed on the use of assessment data to improve program quality. For example, the Department of Biology used assessment data to identify areas in which major courses could be enhanced to better support student learning, and it redesigned its [introductory biology experience](#). Similarly, program review contributed to the Department of Physics' decision to augment its curriculum with additional laboratory components. SCU has also seen greater linkages between program review and institutional planning, with external reviewers playing a key role in helping departments explore emerging disciplinary trends. Art and art history, for example, used external feedback to shape the disciplinary focus of two tenure-track replacement searches. Similarly, a review team helped the College and modern languages and literatures think through the long-term viability of the German major. Finally, review teams have offered keen insights into the structure and staffing of departmental internship programs in the social sciences.

Success in Writing, Information, and Research Literacy Initiative ([SWIRL](#)): Motivated by a commitment to educational excellence, a university-wide initiative was launched to promote stronger student outcomes in writing, information literacy, and critical thinking. In 2016, [SWIRL](#)—led by a cross-disciplinary team of faculty and staff from English, Political Science, Engineering, the University Library, and the Office of Assessment—undertook a multi-year inquiry into evidence-based practices to promote effective teaching and learning.

Over the past two years, the SWIRL team has convened two faculty Communities of Practice and other workshops focusing on transparent assignment design, disciplinary writing and research practices, scaffolding instruction to support assignments, and assessment of student learning. Faculty participants in these workshops engage in peer feedback and ongoing revision using the National Institute for Learning Outcomes Assessment (NILOA) [charrette process](#). The SWIRL team has created new [resources](#) tailored to faculty teaching writing-intensive courses, including the Writing and Research Instrument for Transfer and Equity in Higher Education (WRITE) assignment design tool, which can be used by faculty who are designing new assignments or revising existing ones. To date, assessments of faculty members' research-based writing assignments prior to their engagement with SWIRL and after participating in the Community of Practice have revealed increased attention being given to the qualities of assignments that are likely to lead to significant improvements in students' writing, information literacy, and critical thinking.

Oral Communication Project: Data from core assessments of Oral Communication led to a partnership with area specialists and the Office of Assessment to develop teaching resources and professional development programs for faculty so that they can better support student learning in this area.

Departmental efforts: Feedback from the Annual Assessment Reviews (AAR), coupled with program review data and departmental assessment consultations, are leading to more robust "closing the assessment loop" conversations. A growing number of departments use a portion of their fall retreat to consider whether their assessment results suggest a need to change course content, sequencing, or pedagogical approaches. Following a program review, the Psychology department revised its learning

outcomes and expanded its method of assessment to include embedded student assignments as well as tests designed to measure students' methodological competencies at different points in its curricula in its research methods sequence. In explaining the changes to the learning outcomes, the department noted, "The goals and objectives for student learning that are listed here are slightly different from those that we have assessed since 2007. We modified these goals and objectives recently as part of the self-study process. These modified goals and objectives are more closely aligned with the recommendations of the American Psychological Association (APA), which released new guidelines for undergraduate education in 2013." Similarly, consultations with the Office of Assessment led political science to adopt a rubric to assess students' oral communication proficiencies. The department's experience of rubrics was so valuable that the faculty will turn to this method in the future.

Arrupe engagement: The Office of Assessment, Undergraduate Studies, and Ignatian Center staff have collaborated several times over the past few years to engage in *deep dive* analyses of various sources of undergraduate service learning data, including direct assessment, Arrupe surveys, and NSSE data. These analyses and the triangulation of data sources have been transformative to the Arrupe Weekly Engagement Program. The feedback has allowed staff to monitor quality at every community site and with every course, improve relationships with partner organizations, provide formative feedback to faculty on community-based learning pedagogy, continually evaluate students' achievement of the Core Curriculum learning outcomes associated with this high-impact student learning practice, and better align programming with learning goals for students.

[LEAD Scholars:](#) Over the past three years, Undergraduate Studies and the Office of Assessment have collaborated to assess the impacts of several significant program improvements made possible through an external grant from the Koret Foundation. Beyond collecting basic output data on the number of student beneficiaries and the scope of activities funded through the Koret Foundation's grant, the assessment team is pursuing a long-term impact evaluation plan that includes surveys, academic success data, and direct assessment of student assignments. Program improvements resulting from these regular assessments have been numerous. Among them include greater alignment between programmatic goals and budget allocations, actionable feedback being given to LEAD instructors, closer attention being paid to the quality of key first-year experiences, and more meaningful measurement of high-impact student learning practices made possible through the fellowships.

[Ignatian Center for Jesuit Education:](#) Over the past three years, the Ignatian Center assessed its Bannan Faculty Fellows program. Satisfaction with the different program components appears to be high. Key findings indicated that participation in the Bannan Institute has positively impacted respondents' understanding of, and ability to identify with and contribute to, the Jesuit educational mission of SCU. In addition, participants have contributed to a wide variety of projects, publications, presentations, initiatives, teaching developments, and social engagements that evolved out of their experience. Feedback from the assessments is being used to enhance future sessions.

[Markkula Center for Applied Ethics:](#) The Markkula Center embarked upon a robust assessment of its educational effectiveness in 2018–2019 by administering a university-wide survey and hosting a series of focus groups. While the Center is still reviewing the data, the preliminary analysis indicates that there is a real desire for ethical programming and that some needs are not fully being met. The Center can use this information to develop deeper relationships across all constituencies. The interests expressed by faculty, staff, and students are consistent with the Center's vision to be a major ethics educator. The suggested ways of engagement provide a clear path by which the Center can impact the ethical behavior and governance of individuals and institutions both at SCU and beyond.

[University Library](#): Over the past six years, a number of large-scale assessment initiatives were launched in the library that led to specific programmatic improvements. For example, a space assessment of the Learning Commons building resulted in new approaches being taken in instructional areas, the expansion of study spaces, the consolidation of service points, and the refurbishment of worn-out furniture. Data from this space study was also used in combination with the LibQual survey instrument to establish new building hours that would better align with student and faculty needs. Additionally, the University Library implemented a three-year review process for electronic resource subscriptions that incorporates multiple data sources in order to ensure that the university is acquiring the resources most valued and most used by students and faculty. This process has resulted in the elimination of some underutilized resources and thus freed up some of the acquisitions budget for new augmentations to the collections.

[Career Center](#): Between 2012 and 2015, the Career Center formally assessed each of its learning outcomes and completed a formal Program Review in 2017. Following the 2017 External Career Center Program Review process, the director led a highly engaged process for the Career Center and for staff to think differently about service delivery, which included a reimagining of all internal systems and operations in order to align existing resources to meet current student, university, and employer needs. In fall 2018, the Career Center team launched a novel vision and direction for the Career Center, which outlined a new paradigm for operations and the deployment of resources. As part of this vision, the Center developed two substantial new initiatives: a coordinated university network to support student career development, and an overhauling of the employer connections focus and strategy ([Appendix 6.7](#)).

[Campus Recreation](#): The review team highlighted five areas in which improvements can be made: facilities and operations, funding, membership, programming, and staffing. With these categories in mind, Campus Recreation engaged in a consultation across the university to develop 35 recommendations for improvement. Campus Recreation is working to implement recommendations with the understanding that they will be dependent on additional funding allocations.

[Office of Residence Life](#): A multi-year program review began with an inventory of current academic learning practices in SCU's living-learning communities, an analysis of the stated learning outcomes, and an evaluation of student survey data in connection with the identified learning outcomes and programmatic goals. As a next step, the program review team conducted in-depth interviews with every faculty director of an undergraduate RLC, analyzed the transcripts to find themes, and created a summary of their perceived strengths, weaknesses, opportunities, and challenges to academic programming in the RLCs. Although the program review is still in progress, SCU has identified a need to improve the articulation of learning outcomes, the running of RLC-linked courses, communication across related units, and the development of faculty directors.

Update on the Assessment of Student Learning Since the Report Was Submitted

Since the report was initially submitted, the University has engaged in a more comprehensive analysis of the impact that the departmental assessment and program review has had on pedagogical, curricular, and institutional changes. All undergraduate departments have used evidence-based data to strengthen their curricula and pedagogies. While specific changes vary by department, several common actions have been taken. These include:

- 21 departments revised their curriculum or an individual course
- 10 departments revised their assessment practices and processes

- 9 departments developed new courses
- 8 departments revised their degree requirements
- 5 departments revised their departmental learning objectives
- 5 departments hired new faculty to address a new curricular need
- 3 departments eliminated their degree or certificate programs
- 2 departments added more support services for students

Additional data are reported for graduate programs in the Jesuit School of Theology, Law, and the School of Education and Counseling Psychology, all of whom have also used evidence-based data to strengthen their curriculum, pedagogy, and services to students. We did not include data for the graduate programs in Engineering, Business, and Pastoral Ministries, as these programs are in the process of refining their assessment protocols. A summary of departmental activities can be found in *Additional Documentation (AD) N*.

Assessment of Student Life and Co-Curricular Programs

Updated spreadsheets as of August, 2020 provide more detail about the assessment plan for co-curricular programs in Student Life, Undergraduate Studies, and in the JED program whose objectives cut across many units on campus. Across these units, assessment data has been used to

- inform the creation of new programs or activities
- inform changes to existing programs or activities
- check of the efficacy of existing programs or activities
- guide adjustments to staffing or training opportunities
- inform outreach efforts to more successfully inform and involve students
- set benchmarks or target goals for units by which to measure success

Two goals for co-curricular assessment in 2020-21 are the development a set of assessment tools that can be shared and used across units for common outcomes (e.g., leadership development, experience of community, and indicators of well-being and belongingness for all students); and identifying successful ways of adapting existing in-person programming to the virtual environment.

Student Life: Recent assessments, planned assessments, and how assessments have been used to guide decisions or actions are summarized in this [spreadsheet](#) for each of eight units in Student Life: Campus Recreation, Career Center, Center for Student Involvement, Office of Multicultural Learning, Office of Accessible Education, Office of Residence Life, Office of Student Life, and the Wellness Center. The spreadsheets also show the alignment of each unit's goals and objectives with the undergraduate learning goals.

Undergraduate Studies: Assessment activities from four areas from Undergraduate Studies are summarized in this [spreadsheet](#): the LEAD program for first-generation students, the Residential Learning Community (RLC) program, the Honor's program, and the Drahmman Advising Center. As the spreadsheet shows, each program is at a different stage in terms of its assessment activities. The LEAD program has a well-developed assessment practice to address program goals and outcomes. The RLC program underwent an internal program review in 2019-20 that will help inform future program development. The Honor's program engages in multiple forms of assessment, and recognizes that there are additional sources of data that could help them better assess their goals. The Drahmman Advising Center is formulating its outcomes and assessment protocols.

The JED program: The JED program is a comprehensive, university-wide program with the objectives of (1) Decreasing suicide rates on campus; (2) increasing student knowledge about the connections between mental, emotional, physical health and academic success; (3) implementing programs according to the seven JED domain areas to achieve the two overarching goals. Baseline assessment data gathered in 2018 has been used to inform programming and approaches in many other units in Student Life and on campus, including Wellness, Campus Recreation, and Campus Ministry, as summarized in the [JED assessment spreadsheet](#). Plans for reassessment will rely both on an internal survey as developed by Dr. Chan Thai, the Assessment Lead, and the NCHA survey.

University-wide Assessment of Student Engagement during Remote Instruction: In Spring of 2020, the Office of Assessment conducted a survey of all undergraduates that focused their experiences with course instruction, but also addressed student engagement with campus resources, student needs and preferences for virtual engagement in the future. The [summary report](#), *While We Were Remote in Spring, 2020: Student Engagement with Campus Resources at SCU*, has been shared with the campus community. Groups within Student Life, the Library, Undergraduate Studies, among others, are reviewing the report to help them plan more effectively to engage students in Fall Quarter, 2020, and beyond.

Resource Planning to Support Co-curricular Assessment

Assessment in the co-curricular areas is currently supported in the following ways:

- The Office of Assessment, including the Director of Assessment--Dr. Christine Bachen, and the Assistant Director (position currently unfilled and frozen). The Office of Assessment offers consultation and assessment support to all units on campus.
- Undergraduate Studies Assessment Program Manager, Dr. Andrea Brewster. Dr. Brewster works specifically with the units in Undergraduate Studies.
- Assessment Leads for specific projects. Dr. Chan Thai is the Assessment Lead on the JED program, and has supported other units in Student Life in survey design and analysis of data.
- Assessment efforts within each unit by the department directors or other appointment individuals.

Santa Clara University recognizes that there is a need for augmenting the assessment support for the co-curricular areas. When the Assistant Director position is re-opened, co-curricular assessment will be identified as one of the areas of responsibility for the position.

Finally, the Office of Assessment has shared out data from national surveys (e.g., NSSE; CSS-HERI) with relevant co-curricular units. As noted above, the Office of Assessment is incorporating data relevant to co-curricular programs and the campus climate within institutional surveys so that information is more consistent across units and so that each unit does not have to collect and analyze all of its own data. The survey in Spring 2020 mentioned above is a recent example of this.

WSCUC Line of Inquiry #5

The team would like to know of plans for establishing and sustaining a culture of assessment and student success at the graduate level, including, where appropriate, engagement of contingent faculty. The team is also interested in learning how SCU is addressing completion rates for graduate programs.

***Santa Clara University’s Discussion of Assessment and Student Success at the Graduate Level:
Summary from Institutional Report***

In its Institutional Report, SCU provided a description of the assessment approaches for each of its graduate programs. Many units have been engaging in ongoing systematic assessment of their graduate programs, while others have been reviewing and refining their assessment protocols. We noted in the Institutional Report (pp. 36–37) that:

“At the graduate level, academic departments are integrating meaningful assessment processes into their programs, focusing especially on assessments of academic competence and, as applicable, the demands from state and professional accrediting agencies. Graduate programs are developing stronger cultures of assessment by involving faculty more directly in the process, sharing assessment results, and working out longer-term assessment plans. The university recognizes that graduate programs face some challenges in assessment. The frequency of assessment in some programs is dependent on the number of students in the program. Assessment can be difficult to manage in programs where the faculty are involved with assessment at both the undergraduate and graduate level. Many graduate programs also rely on qualified adjunct faculty to provide instruction, and recognize that adjunct faculty have more limited expectations for their service to the university than full-time faculty. Over the next two years, the Provost’s Office will engage in more conversations among the graduate programs about how to best leverage the work done by some of the graduate schools for external accreditation for internal 36 assessment purposes and to share best practices in assessment more effectively. This will be particularly useful because of the number of transitions in leadership for several of the schools. More communication among faculty and chairs of graduate programs can also spotlight ways of conducting meaningful assessment of the university graduate goals of engagement in creative and collaborative learning and enhancement of professional development.”

Update on Assessment and Student Success at the Graduate

Updated spreadsheets as of August 2020 provide more detail about the assessment plan for each program, as well as each program’s alignment with the Graduate Learning Goals. Specifically, they summarize the program learning outcomes for each degree program, their alignment with the Graduate Learning Goals (established in 2017), the curriculum alignment matrices, and the assessment plans currently available for each program.

Each spreadsheet can be accessed here: [Engineering](#); [Business](#); [Education](#); [Counseling Psychology](#); the [Jesuit School of Theology](#), the [School of Law](#), and the [Graduate Program of Pastoral Ministries](#).

From these spreadsheets, it is clear that graduate programs are establishing systematic assessment processes for their graduate program learning objectives and outcomes, as well as for the University Graduate Goals.

WSCUC Line of Inquiry #6

The team seeks information related to teaching and learning in SCU’s online programs, including curriculum development and assessment of student learning; rank of online instructors and support and professional development of part-time online instructors; and integration of online learners into the life and culture of the institution.

Santa Clara University’s Discussion of Online Programs

SCU has the following five online programs at the graduate level:

Master's in Business Administration (launched in winter 2018)
Master's in Finance and Analytics (launching in fall 2020)
Master's in Legal Studies (launched in fall 2019)
Master's in Marketing (launched in fall 2019)
Master of Theological Studies (launched in fall 2016)

SCU also has one hybrid program in Pastoral Ministries, in which class meetings take place both in person and online. The sizes of these programs vary. The online MBA serves roughly 150 students, and the online MS in Marketing serves 30 students. The programs in Law and Theology are significantly smaller. Eight students are enrolled in the MS in Compliance, and 10 students are enrolled in the Master of Theological Studies program.

The curriculum and assessment protocols are designed primarily by tenure-track faculty, senior lecturers, and renewable term lecturers. Responsibility for instruction varies by program. Sixty percent of online courses in the School of Business are taught by tenure-track faculty. In contrast, the smaller programs in Business and Theology are taught mostly by adjunct faculty with a term appointment. Additional details about the composition of faculty in online programs can be found on the [Institutional Research site](#). In terms of assessment, course level analysis is built into each School's regular process. While all of our online programs are relatively new, the Jesuit School of Theology embarked upon a project to engage in a comprehensive review of its online program (*Additional Documentation Q*). Other programs will be engaging in similar work as their programs develop.

SCU works to ensure that our faculty have the pedagogical tools to participate in online instruction. We focus on delivering high-quality learning experiences by supporting faculty who design online courses for the undergraduate summer session and online master's degree programs. This support takes place in the [Course Redesign Seminar \(CRS\)](#), a combination of formal teaching sessions, informal consulting, community events, and peer engagement. Our online/blended learning specialist works with faculty to leverage evidence-based pedagogical methods and principles of Ignatian pedagogy to design, develop, implement, and assess online programs and courses. Additional partners in the CRS include instructional technology resource specialists, librarians, media systems specialists, and graphic production professionals. These resources support the design of fully online classes as well as online supplements for face-to-face courses.

Faculty in the School of Business and the School of Law also receive a significant amount of training from Everspring, our online platform partner. Faculty members receive a personalized, two-hour orientation training session that includes training in the technology, tools, and processes for online instructional design, depending on individual needs. They also work one-on-one with an experienced instructional designer who is trained in learning science, respected quality and accessibility frameworks, and has a broad variety of engaging learning technologies and tools.

In terms of general faculty support, the Faculty Collaborative for Teaching Innovation, a partnership between Faculty Development, Academic Technology, and the Office of Assessment, works across program boundaries to support imaginative teaching informed by new technologies, deliberate course design, reflective teaching practices, and meaningful assessment of student learning. Current Collaborative initiatives include:

- [COOL program](#), a program that more than 350 SCU faculty participated in summer 2020. The program is designed to support faculty as they work to build inclusive and supportive teaching in an online environment.
- [CAFÉ](#), a noontime series of faculty conversations about teaching practices.
- [The Faculty Associates Program](#), a team of faculty consultants who support excellence and innovation.
- [Faculty learning communities](#) in the areas of teaching, learning, assessment, and technology.
- [Innovation grants](#) for faculty retooling their teaching practices, learning activities, and course design.

Finally, each program is responsible for integrating online learners into the life and culture of the institution. Throughout the programs, faculty host one to two intensive on-campus courses so that students can learn from and grow with one another. Community is also built through the online platform via community conversations, social activities, and professional development opportunities.