

## **CHAPTER ONE: Mission, Planning, Budgeting, Resources and Institutional Assessment**

### **Mission Recommendations:**

- The University should strive for further Jesuit-lay collaboration, including meetings between departments and representatives of the Jesuit community, to both strengthen the sense of Jesuit mission and disclose opportunities for lay faculty to carry forward the Ignatian ideals.
- The University should devote any necessary resources to the strengthening of the service-learning program. It should act to increase the number of courses offered as well as the proportion of students who have service learning experiences.
- The University should take actions to increase the proportion of students exposed to diverse cultures both in the classroom and in extracurricular opportunities. Central to this goal should be an attempt to increase the diversity of the day undergraduate student body itself.

### **Planning and Budgeting Recommendations:**

- The University should, as it has discussed on a number of occasions, implement a policy of reviewing the budgets of a major division of the University annually with a goal of reviewing every unit within a five-year cycle.
- The University should make it a priority to link budgeting and planning more closely than it has in the past.
- The University should embark on a new planning cycle in order to produce a *Plan 2005* that can serve the University as *Plan 2000* has over the past three years.

### **Resource Recommendations:**

- Initiate a comprehensive Engineering Study of the Existing Plant Facilities to evaluate campus structures on present and future value, maintenance and operating costs and make recommendations regarding potential disposition, continued maintenance and/or upgrading, or acquisitions.
- Determine the efficacy of proceeding with the considered acquisition of Episcopal Academy, The Barnes Foundation, and other City Line Avenue properties given current projects under development and budgetary, availability, and borrowing limitations. .

- Determine the viability of future development of Phase II and III along 54<sup>th</sup> Street given current projects under development and budgetary and borrowing limitations.
- Determine the efficacy of renovating both the existing Science Center and Student Center and/or building new facilities. (These are items that have been on the University agenda at least since the last Self Study in 1994).
- As the University continues to expand its student enrollment, campus and Facilities, and to prevent an exponential increase in the rate of accumulated deferred maintenance costs, provide an adequate budget for Facility and Deferred Maintenance.
- As the University continues to expand its student enrollment, campus and Facilities and to properly provide adequate maintenance support to the expanding University, consider the addition of strategic personnel to the Facilities Department staff.

#### **Institutional Assessment Recommendations:**

- One challenge related to assessment that the University must address is better communication of assessment activities and results to all members of the University community. Saint Joseph's has generally employed a "grass roots" methodology (rather than a "top-down" approach) to assessment—i.e. we have tried to keep assessment activity in the hands of those most readily able to monitor and identify potential areas of change. Although this option has clear advantages, it runs the risk of creating a fragmented effort. Many activities that have been conducted and their corresponding results are not well known on the campus. In some cases, assessment efforts have been redundant and possibly even at cross-purposes.
- In some areas, assessment activities must extend beyond simple reactive measures to become more proactive. Clearer lines of communication between "grass roots" assessment activities and institutional planning at the higher level will not only make for more effective planning, but also provide a more convincing case for the need to assess (which may not always be clear to, or may be forgotten by, faculty and staff who are conducting the assessment activities). Nonetheless, the University has created an infrastructure for data collection related to the many dimensions of assessment, and has created and staffed the positions necessary to move forward on this ongoing endeavor.

## CHAPTER TWO: Leadership, Governance and Administration

### Recommendations:

- Though the list of 18 areas of Board responsibility is relatively comprehensive, the BOT might need to be more attentive to the linkages between
  - admissions and enrollment management,
  - financial aid issues, such as merit versus need-based aid,
  - the mission and identity of the university and its implementation.(See also the comments in Chapter One on Mission and Chapter Three on Admissions)
- Some consideration needs to be given to making the process of evaluating the President more formal by recording in writing both the process of evaluation and its results
- Educate the entire BOT as to the process of Presidential evaluation used and provide more opportunities for candid input from the whole board
- Provide some opportunity for input into the process of Presidential evaluation by faculty, staff and administration. The governance system may be a vehicle for this input.
- Develop a formal process for the board to evaluate its performance on an annual basis.
- Provide ongoing education and development of the board regarding its responsibilities as a board and within the standing committees
- Continue to seek ways to increase the diversity of the Board of Trustees consistent with Plan 2000's strategic theme of "welcoming and retaining a diverse and inclusive community of students, staff and faculty".
- The University's administration should attempt to improve two-way communication, both formal and informal, with the faculty in order to reduce the frequency of instances where faculty feel that they did not have voice in important decisions that impact them.
- Develop an ongoing process to assess the functioning of the governance structures, paying particular attention to their efficiency (the time and effort expended in processing University Council mandates) and their effectiveness (the degree to which the system functions as a trust engendering vehicle for collegial governance and two-way

communication). While it is impossible to provide necessary and sufficient conditions that identify which questions demand a review by governance, more consideration should be given to involving the formal governance process in decisions.

- Another problem area is disjointed reporting lines. Given the changes in administration that are currently underway, now is the time to re-examine the total administrative structure and to align units so that academic officers have appropriate authority over academic matters.
- The University should benchmark its level of administrative positions against similarly sized institutions. It should also communicate the results of such benchmarking to the community as a whole.
- While a “climate survey” conducted in 2001 found communication around campus to be “good,” trust and respect between the administration and faculty was deemed to be only “fair.” To the extent that communication can improve this rating, remedial steps should be taken.
- *Benchmarks of Progress of the Plan 2000* assessment identified several gaps in the area of “Communication and Trust.” We repeat them here as action items for improvement: 1) need for a more formal reporting mechanism for reporting out major decisions; 2) need for a more formal feedback loop to achieve closure on issues; 3) continued expansion of regular interaction between the administration and faculty leadership; 4) continued development of programs that promote the institutional mission among employees; 5) periodic assessment of the communications process.
- Shortage of space is constricting growth. Additional space is needed for both academic and non-academic purposes. From classrooms to dorm rooms, from study areas to recreation/athletic areas, space is at a premium. The university simply must find more physical space if it intends to reasonably accommodate and take advantage of the increase in the student population.
- While most departments report adequate financial resources for current operations, additional capital is needed for renovation/improvement projects, faculty development, database and book expansion, recruitment of “seasoned” professionals and technology upgrades.
- Develop appropriate mechanisms for faculty, staff and students to provide input into the performance assessment of administrative offices/ administrators.

## **CHAPTER THREE: Admissions, Student Life and Student Support Services**

### **Admissions Recommendations:**

- The major mission issue in the area of admissions is whether it is possible to combine the pursuit of ever-greater academic excellence with the “preferential option for the poor.” The University should continue its efforts to expand the population of minority and economically underprivileged students and should continue to pursue creative methods to that end.
- Efforts should be undertaken to increase endowment specifically for “admission for mission,” i.e., admission targeted towards minorities and lower income students.
- Consideration should be given to establishing a formal mechanism for faculty input into both admissions and financial aid strategies.
- The Haub School should pursue discussion initiated last year and establish a homegrown quantitative assessment tool to be used as a metric for admission into the executive Masters programs.

### **Student Life Recommendations:**

- Acquire more residential space and commit to renovating existing housing.
- Hire an additional residence life office staff member and hire at least one more Area Coordinator. Additionally, there will need to be more Residence Assistants to staff the newly acquired housing spaces.
- Create one central calendar for all campus events/activities, maintain it, and enforce its use.
- Provide incentives (monetary compensation or some other means) for faculty to get involved in residential programming.
- Design and build a new student center. [This may mean renovating the existing Campion building.]
- Acquire more fields for athletic play.
- Acquire more study spaces in the residence halls, the library, and the student center.
- The off-campus housing office should continue to act as a liaison between the community/landlords and students, improving its services and offerings as needed.

- The university should also attempt to address both on and off campus parking difficulties as best it can given its space limitations.
- Continue to investigate the current levels of drug and alcohol abuse at SJU and continue attempts to involve the entire campus community in efforts to improve the situation.
- Alcohol and Drug Abuse are, at root, “spiritual” problems. Let’s marshal the resources of Campus Ministry to challenge the situation.

**Student Support Services Recommendations:**

- The SLAD division has made significant improvements in proactively planning for and assessing the needs of students. Examining the impact SLAD has on student developmental issues, academic performance, and retention should continue to have a high priority within the division.
- Collaborative efforts between SLAD and Campus Ministries have resulted in the delivery of services and programs focused on students’ spiritual development and growth. These efforts seem to be of a more ad-hoc nature and lacking in pro-active strategic planning. A more strategic collaborative planning effort between these two areas is recommended for future programs and services.
- With the goal for the residential population to grow from 55% to 75%, coupled with the overall increase in admitted students over the past 5 to 10 years, it is realistic to assume that current staffing levels, budgets and facilities will need to be adjusted and modified in order to meet increases in demand over time.
- Efforts focused on education and program to assisting students dealing with alcohol and drug related issues should also persist. Efforts to date have resulted in measured steady improvements
- Although recent improvements have helped, more student friendly study, exercise and leisure space is needed.
- Continued efforts focused on increasing the number of students and faculty involved in living-learning opportunities is highly recommended.
- Increase the hours of operation, making the building and staff available to a greater number of students in the evening.
- Involve Campus Ministry in addressing the drug and alcohol issues at Saint Joseph’s University. As drug and alcohol dependency may be rooted in spiritual problems, Campus Ministry is encouraged to work with the campus community to address underage and problem drinking.

- Work more closely with Residence Life to integrate religious and spiritual activities into the resident experience at Saint Joseph's University.

*Previous Unrealized Recommendations for SLAD:*

Recommendations made in the 1999 periodic review that still need to be studied addressed or acted upon:

- The need for a new student center is a key concern for students. Some substantial modifications (Hawk Rock Café and the Forum movie theater) have been made, however the current facility lacks adequate social and meeting space.
- It was recommended by the visiting team in 1994 and in the 1999 periodic review that responsibility for addressing issues of diversity be in the hands of senior level (possibly a academic) official. No such senior official has been identified and the reporting relationship of the Director of Multicultural Life, the SLAD employee most closely involved in managing student diversity issues, has been changed. She now reports to an Assistant Vice President instead of the VP of SLAD.
- Although a move was previously recommended in 1994 and in 1999, the Career Development Center is still located in Overbrook Hall, which creates an unnecessary burden and time constraint on students interested in utilizing the services. Moving the Career Center to the Bookstore location, once the bookstore moves to retail space on 54<sup>th</sup> is highly recommended. Other locations should also be considered, if the bookstore location is unavailable.
- Academic advising at Saint Joseph's has become the object of significant attention in recent years. Past anecdotal student complaints, centered on the availability of advisors and the accuracy of advice, both artifacts of excessive ratios of advisees to advisors in some areas, have been heard and are being addressed. Attempts are being made to strengthen freshman advising and both undergraduate day colleges are taking steps to implement advising centers where students can receive basic advising services. The University should carefully monitor the effects of these advising changes on student satisfaction. It should also monitor the impact on both the quality of curricular advice and incidence of faculty mentoring.
- The office of student leadership and activities estimates that it reaches roughly 315 students – less than 10% of the student body. This estimate is based on 70 student organizations, with four officers each, plus the students involved with the University Student Senate and the Student Union Board. Leadership opportunities and programs need to extend to a

larger number of students so that they too can become a part of the campus experience.

- Many students believe there should be some sort of 24-hour space on campus for both study and for dining. Recommendations for a 24-hour space include the Drexel Library or the Campion Student Center.
- The Student Service Center should track satisfaction using questionnaires and surveys and should use those results to determine trends in student needs.
- The Student Service Center should publish this survey data to the university administration and Student Service Center constituents.
- Continue to solicit, both formally and informally, student input on the quality of Public Safety Services, particularly shuttle and escort service, and clearly communicate responses to student complaints. Make use of existing vehicles of communication through student government and institute spot surveys of those using shuttle and escort services.

## **CHAPTER FOUR: Faculty Recommendations Faculty Size**

- The University is relying more on visiting faculty and adjuncts to teach courses. It is recommended that the University continue to approve new tenure-track lines in order to increase the size of the tenure-track faculty. This is especially necessary in the College of Arts and Sciences.
- The College of Arts and Sciences, the Haub School of Business, and the University College should track the level of class coverage by full-time tenure-track, full-time non-tenure-track, and part-time adjunct faculty in a careful, timely and consistent manner.

### **Salary**

- Based on the above findings, it is recommended that the University suspend current strategies for achieving targeted rankings among peer institutions for faculty salaries. A major new initiative is required to determine an appropriate comparison group and an appropriate target rank in that group. A multi-year plan to achieve compensation goals needs to be established so that the University is not constantly playing "catch-up."

- In the past several years, there also has been a focus on the disparity in comparison group ranking between faculty salaries in HSB and CAS. Significant discrepancies continue to exist. Relative salary ranking differences between the colleges need to be remedied immediately. However, it is also the case that several Haub faculty have been hired by other universities that offered them more lucrative compensation. While assuring relative parity within comparison groups for each college, the university also needs to assure competitive salaries.

### **Academic Freedom**

- For the sake of its academic integrity, it is imperative for the University to continue to maintain its complete autonomy.

### **Hiring**

- We recommend that the University monitor hiring and retention in the Haub School of Business and if the number of tenure track faculty. If retention or hiring becomes significant enough to cause erosion in the size of the tenure-track faculty, the causes must be identified and addressed.
- We repeat the recommendation of the Middle States Evaluation Team in 1994 that “a University official in a position of real authority be relieved of some of his/her responsibility ... in order to lead a campus-wide effort” that would increase diversity. We also repeat the recommendation of the Periodic Review team in 1999 that we “identify other institution’s of comparable circumstances that have achieved significant minority participation” and “through on-site investigation of the diversity programs of successful institutions,...identity initiatives that have a higher probability of success” than those we have adopted.

### **Visiting Faculty and Adjuncts**

- It is recommended that the University establish a plan to staff courses with more full-time, tenure-track faculty and to decrease reliance on both visiting faculty and adjuncts.
- We recommend that the University specifically examine the staffing in GER courses with regard to tenure-track, full-time non-tenure-track and adjunct faculty, especially among those GER courses that enroll primarily freshmen. It should assure that a reasonable proportion of freshman courses are taught by tenure-track faculty.

### **Evaluation**

- Annual reports for faculty should be completed at the end of the school year rather than at the start of the calendar year.

### **Peer Review of Teaching**

- Given that the Peer Review process for teaching is now more important than ever, ways to achieve greater uniformity of process across Departments and Colleges are needed, including what constitutes peer review, how it is presently being implemented, and how and when and what aspects of it will go into tenure and promotion decisions.

### **Tenure and Promotion**

- The faculty *Handbook* needs clarification on the content of the dossier required in the mid-probation review and on the feedback given to the candidate after this review.
- The Faculty Policy and Procedures Committee should be mandated to evaluate the use of external reviewers in the tenure and promotion process and it should recommend a policy that assures consistency across departments and colleges.
- Evaluate the rates at which tenure and promotions are awarded in order to determine if those rates are consistent with the university's academic aspirations.

### **Faculty Workload**

- Clearer and more consistent policies need to be devised for handling faculty workload with respect to undergraduate and graduate independent study and independent research supervision, teaching overloads, and other service activities (e.g., student advising, committee work).

### **Tracking Research**

- Clearly, a better system for tracking faculty research needs to be put in place so an overall evaluation of faculty scholarship at the University can be accomplished.

### **Faculty Service**

- Chairs of committees should provide yearly evaluations of individual contributions by faculty members to committee work. Such evaluation would contribute to systematic assessment of faculty service.

## Technology Support

- Develop a comprehensive system that minimizes the downtime and malfunctioning of information technology equipment available in classrooms. This system should provide prompt repair and effective support, as well as the creation of effective communication channels for faculty to report equipment that does not function properly.

## Information Literacy

- A committee should be formed for the purposes of developing an information literacy program that can be integrated into the University curriculum. This would be beneficial for both faculty teaching and research.

## University Support for Faculty Research

- A review of support for faculty needs to be conducted, including increasing the number of sabbaticals available to make commensurate with the increased size of the faculty and making summer research grants equitable with summer teaching salaries. Additionally, meal *per diem* rates for faculty development funds need to be increased, at a minimum in commensurate with federal rates.
- A committee also should be formed to examine the current policy on research awards based on indirect costs for extramurally funded research. This committee should get considerable input from faculty who have been successful obtaining grants, as was promised when the interim policy was announced.

## Communication

- A major problem concerns the lack of direct contact among the major faculty bodies that are a part of the legislative process; all would be more effective if aware of activities of others; one way of achieving this would be to have President/Chairs of each body serve as *ex officio* members of the others. There are undoubtedly other ways to improve communication between and among these bodies however; therefore, the recommendation is that this be studied.
- Important steps have been taken to improve and increase communication between the faculty and administration of the University at all levels; in order for these to yield maximum benefit, these steps should be extended, e.g., by having faculty attend all Board of Trustee committee meetings, including the plenary session, by having faculty have the opportunity to contribute to the agenda of meetings of the President's Cabinet, the Vice

President for Academic Affairs' Cabinet as well as being provided sufficient materials prior to the meeting to be able to meaningfully partake in discussion.

- There should be more consistent use of the formal governance system to gather faculty input into major decisions. Even when there is no need (or time) for the use of the mandate process, greater consultation with the faculty should be pursued. More effective use of the governance process and more frequent consultation would assist in achieving the goals for communication and trust that were set out in *Plan 2000*.

### **Evaluation**

- The governance system put in place in the early '90s has never been formally evaluated. Although certain aspects are obviously functioning well, the system as a whole would probably profit from a comprehensive review as was recommended by *Plan 2000*.

### **Streamlining**

- A request for information concerning committees and boards operating at the University yielded a list of over 100, almost all of which have faculty representation. Given the size of the University and its faculty, this number seems excessive. The entire committee and board structure should be reviewed as recommended by *Plan 2000*. Committee structures could be streamlined where possible.

## **CHAPTER FIVE: GER, Programs, Curricula and Assessment of Student Learning**

### **GER Recommendations:**

#### **Recommendations:**

- Initiate an assessment of the degree to which each component of the GER provides students a level of challenge commensurate with their abilities and the academic aspirations of the University. This could be done through surveys of upper class students and focus groups.
- Create and widely disseminate a statement that clearly identifies the learning objectives and rationale of the GER. Design instruments to assess whether those objectives are achieved. More precisely targeted surveys of senior students and alumni would be one avenue; another would be gathering and assessing data about our students' performance on graduate and professional examinations (relative to the performance of students at comparable institutions). Special attention should be paid to

assessment of student learning outcomes in the areas of scientific literacy, mathematical competence, public speaking and historical knowledge as these are areas where we currently lack data.

- Consider ways to incorporate both diversity and social justice considerations into the required curriculum.
- Investigate ways to establish stronger linkages between the GER and major courses, and between faculty teaching GER courses and faculty in the majors of departments that do not offer GER courses.
- Explore "writing intensive" courses as an on-going part of all students' curricula.
- Adequately endow the MacLean Chair.

### **Undergraduate Program Recommendations:**

#### **Resources:**

- In some departments, the historical ratio of students to faculty (for example, Biology and Marketing/Food Marketing) appears excessive. The University should consider additional tenure track lines where this condition persists.
- An increase in funding and staffing for Faith-Justice could be considered as a way of strengthening the connection between the educational programs and the institutional mission.
- Acquire additional classroom space and continue a review of current space needs and usage.

#### **Assessment:**

- Encourage more departments to collect and use student and alumni feedback in the design and evaluation of curricula.
- Initiate a University -wide conversation aimed at creating a shared vision of the curriculum that better integrates the GER and major programs with each other and with the University Mission. Greater attention should be paid, in addition, to the acculturation and orientation of new faculty especially in regard to the mission and its connection to the curriculum.
- Initiate an evaluation of the level of challenge offered by courses and programs across the University with an eye towards raising expectations of student performance if that is reasonably aligned with the new vision of the curriculum and the students' abilities.

- In the College of Arts and Sciences, initiate, and provide support for, a process of regular review of major and program curricula, which includes cooperative involvement of both department and dean.

#### **Graduate Program Recommendations:**

- Fulltime faculty coverage in some programs needs to be improved. Not all education programs are staffed with 50% full-time faculty. Therefore, additional faculty lines are needed to serve the graduate students in the College of Arts and Sciences and the Haub School of Business.
- Additional space is needed to houses faculty offices and additional technologically advanced classrooms are necessary to serve graduate students in the College of Arts and Sciences.
- More consistent monitoring of adjunct faculty and evaluation of curricula should be established throughout the College of Arts and Sciences Graduate Programs.
- The College of Arts and Sciences Graduate Programs have begun the process of assessment of outcomes in the form of surveying all graduate alumni. Additional emphasis should be placed on assessment.
- Consideration should be given to establishing a separate College of Education with all of the resources, facilities and support generally afforded a major academic unit. Discussion of this proposal should focus on both the administrative needs of the education program and the resource implications for the University's operating budget.

#### **Library Resourcing:**

- The University should strive to resource the Drexel Library at levels comparable to peer institutions with comparable educational missions.
- Consider the viability of increasing library space to accomodate a 24 hour study space.
- Formally assess the adequacy of holdings for each department/discipline.

#### **Assessment of Student Learning Recommendations:**

- We recommend a more systematic survey of alumni in all programs.
- Establish a regular cycle of evaluation for all programs and departments, especially those in the College of Arts and Sciences.
- Establish, where possible, common expectations about what departmental and program student learning assessments should include.

- Establish a process that guarantees that the results of assessments are distributed to all appropriate stakeholders.
- Most importantly, develop instruments that more effectively measure learning outcomes. Rely less on student satisfaction surveys.
- Support the design and implementation of outcomes assessment tools that the faculty will find meaningful and useful. This will require both faculty training and the presence on staff of a consultant with expertise in the assessment of student learning outcomes.