ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES

Thursday, May 15, 2014
Monroe Library, Seminar Room 4
1:00 – 3:00 p.m.

Agenda

1. Call to Order                     Fr. Braden, S.J.

2. Approval of Minutes of December 5, 2013*  Fr. Braden, S.J.

3. Student Government Association Report        Ms. Barnes and Mr. Sheppard

4. Program Updates
   a. Academic Affairs*                Dr. Manganaro
   b. Student Affairs*                Dr. Petty
   c. Enrollment Management
      i. Admissions Update
      ii. Brand and Identity Analysis and Recommendations

5. Strategic Planning Update*         Drs. Manganaro and Petty, and Ms. Kaskel

6. Proposed Restructuring of Colleges*                     Dr. Manganaro

7. Faculty Handbook Committee Revisions*           Dr. Manganaro  ACTION

8. Executive Session

*Enclosures
Academic and Student Affairs Committee  
Loyola University New Orleans Board of Trustees  

Minutes of Meeting  
December 5, 2013  

**Present:** Michael Braden, S.J., Chair; Barry LeBlanc, Vice Chair, Enrollment; Rita Benson LeBlanc, Vice Chair, Student Affairs; Bentley Anderson, S.J.; Jim Bowler, S.J.; Jim Caillier; Edgar Chase; Rachel Kent; Jim McBride; Paul Pastorek; Kevin Quinn, S.J.; Richard Salmi, S.J.; Ileana Suquet; Carol Waguespack; Jasmine Barnes; Eileen Doll; Carol Ann MacGregor; Marc Manganaro; Cissy Petty; and Roberta Kaskel.  

**Guest:** Alice Clark  

**Opening of Quarterly Meeting**  
Fr. Michael Braden, S.J., Committee Chair, called the meeting to order at 1:00 p.m. on Thursday, December 5, 2013 in Monroe Library, Seminar Room 4.  

**Approval of Minutes**  
The minutes of October 17, 2013 were approved with a correction to add S.J. after Fr. Soukup’s name.  

**Student Government Association Report**  
Ms. Jasmine Barnes, president of the Student Government Association (SGA), gave a report on major initiatives the SGA has been working on this semester, including software and test reimbursement, a campus non-smoking policy, and improving Wi-Fi across campus, especially in the residence halls and Danna Center. The SGA’s programming branch has held a number of successful events this year such as the annual ring ceremony, the Battle of Freret Street, and the athletics logo reveal. In a social justice initiative, students raised more than $2,000 for typhoon relief. The SGA Finance Committee has budgeted $70,000 for allocation among student organizations as well as funds for conferences and social, educational, and service events. In the spring, the SGA will continue to work on offering student research grants, an approved vendor list, and SGA executive compensation. The SGA president, vice presidents, and chief justice receive various levels of compensation for tuition, room and board, and parking. Loyola is in the middle range of student government compensation compared to other Jesuit schools and nearby institutions. A copy of Ms. Barnes’ report was distributed at the meeting.  

**Program Updates**  
Dr. Manganaro and Petty and Ms. Kaskel gave updates on current matters in their respective areas. Materials related to their reports were provided in the Board book or on Blackboard.  

**Academic Affairs**  
Monroe Hall is progressing well and renovations are expected to be completed by early 2015. The first moves into renovated space will begin next week. The Student Success Summit is charting the progress of implementing initiatives aimed at improving retention and student success. All high-priority action plans are completed or in implementation. Turning to budget planning, Dr. Manganaro said that all the vice presidents will be making a 10.6 percent reduction in their salary budgets. The voluntary severance plan will yield some savings that will count toward the reduction. The remaining reductions will come from not filling vacant positions, involuntary reduction in staff, non-renewal of some extraordinary faculty, and some operating budget reductions. Dr. Manganaro is working with the deans on this matter. No reductions will be made in tenured or tenure-track faculty.
A new certificate program in translation and interpretation was successfully launched this fall. It is a non-credit program designed for fully bilingual students who are interested in learning techniques and codes of practice in the fields of Spanish/English, English/Spanish translation and interpreting in legal and/or healthcare settings. The new teacher certification program was also launched this semester. It will provide the option of teacher certification to our undergraduate students. The new strategic plan is under development as this is the last year for the current plan, Loyola 2012. As we move along with the strategic plan, he will keep the Trustees informed.

**Student Affairs**

As the current president of JASPA, Dr. Petty was instrumental in starting webinars where the 28 Jesuit colleges and universities can connect together on single issues. Fr. Andrew Thon, S.J., a noted author, faculty member, and student affairs professional, led the first webinar which covered selected topics in his updated book, *The Ignatian Imperative: Student Affairs Educators in Jesuit Higher Education*. More than 350 participants from 23 of the 28 schools joined the webinar. The second annual EMPLOY the PACK Conference will be held on campus in January. This half-day conference is open to all junior, senior, and graduate students as well as young alumni, and will offer dynamic solutions for launching a career.

A new program called Iggy Talks was launched this fall. It is modeled after TED Talks and brings together Loyola students to share their perspectives on the world. Iggy Talks are eight minute student-driven video talks in which a student presents an idea, a change in his or her life, a meaningful moment, or other topic. The residential life and co-curricular offices are working to develop a plan to use and promote Iggy Talks. Dr. Petty distributed a copy of the student affairs strategic plan. When the university strategic plan is finished, the student affairs plan will be updated to bring it into alignment.

**Enrollment Management**

Ms. Kaskel distributed and discussed the latest admissions dashboard. Updated dashboards are provided frequently to the deans and vice presidents. Campus visits to date are down this year, especially in the Louisiana community. Campus visits are a significant indicator or yield. Eighty percent of the decline in visits this year is in the Louisiana market. The admissions office staff is working to counteract the decline. Cost is the biggest challenge, especially in Louisiana. Our biggest challenge is teaching the world why Loyola is a solid investment.

Ms. Kaskel then presented a synopsis of the findings from the operational audit on admissions and financial aid done by Loyola’s consultant, Scannell & Kurz. The consultants are teaching us to focus on net tuition revenue rather than the discount rate which has been our practice. Over the previous three years as we sought to fill our first-year classes we enrolled more students that were less prepared and had high financial need. There was discussion about the need to not lower our standards and to provide adequate support services for less-prepared students. With the national decline in the number of students graduating from high school, all colleges and universities are competing for a smaller pool. There is also an older community that is going back to school. According to Scannell & Kurz, meeting our enrollment growth target will need to be more a function of recruitment strategies and program offerings than aid strategies.

**Honorary Degree Nominations**

Dr. Manganaro presented the nominees to be considered for receiving honorary degrees. On the motion of Fr. Salmi, the Trustees unanimously approved all the nominees. The Chair will present the committee’s recommendation at the full Board meeting.

At 3:00 p.m., the Trustees adjourned to executive session.
ACADEMIC AFFAIRS
Since the March Board meeting, faculty and staff in the colleges and units in the Office of Academic Affairs have been engaged in a wide-range of activities. Highlights of their accomplishments are described below:

**The Strategic Planning Team (SPT)** has completed a draft of a strategic plan that includes four overarching strategies and actions tied to each of the strategies. This draft is included in the Board Book. The SPT will continue to develop the plan and solicit feedback from the Loyola community, and present an updated version of the plan for discussion at the May meeting.

**Provost Manganaro**, with input from numerous faculty members, has been discussing various proposals for the restructuring of the colleges. This discussion began in the College of Social Science and became a topic of discussion at the University Senate, which earlier in the spring semester appointed an Ad Hoc committee on restructuring to analyze models for restructuring of the colleges and propose some recommendations. Those recommendations are going to the Senate for discussion and vote, and they are included in the Academic and Student Affairs section of the Board Book. The expectation is that any recommendations for restructuring of the colleges would be brought by the President to the Board at the October Board meeting. Included in the Academic and Student Affairs section of the Board book is a copy of a PowerPoint presentation with six proposed models created from faculty recommendations sent to the provost as well as the initial report from the University Senate Ad Hoc Committee on Academic Structures.

**College of Business**

*Loyola MBA brings home first place award at New Orleans Entrepreneur Week*

The Loyola University New Orleans MBA team won big for its client this year at the New Orleans Entrepreneur Week. In addition to winning first place Friday, March 28 for the IDEACorps Pitch event, the Loyola IDEACorps team offered Cajun Fire Brewery, a locally owned and operated New Orleans-based craft brewery startup, pitch preparation that helped the entrepreneurs win one year of free legal services from Chaffe McCall. But the most prestigious (and financially significant) prize came when Cajun Fire won the Big Idea event, which came with a $50,000 seed grant to help move its craft brewing operation to commercial scale.

An independent craft brewery, Cajun Fire produces ales inspired by local flavors, including its Acadiana Honey Ale and Praline Ale. The company is the second locally owned brewery in Orleans Parish and only the third African American-owned brewery in the U.S. The Loyola team worked with Cajun Fire to evaluate its business plan and prioritize tasks to help the company expand its business. For Cajun Fire to increase local awareness and expand production processes, the team recommended focusing on local markets and promoting Cajun Fire’s top two flavors.

The Loyola IDEACorps team also won the 2014 Impact Award from Idea Village on Friday morning, beating out heavy competition from the University of California at Berkeley, the University of Chicago, Cornell University, the University of Pennsylvania and Tulane University. Loyola’s team included Kevin Gordon (team leader), Michael Barrera, Melissa Gurdian, Ryan Murphy, William Mather, and Nicholas Hanson. Felipe Massa, Ph.D., served as faculty adviser for the team.
College of Humanities and Natural Sciences

Translation and Interpretation Program
We started our second cohort of students. There is much energy in the program and possibilities for collaboration and service learning opportunities. The first cohort is ready to fulfill the required internship or practicum starting in the summer of 2014. We will be awarding our first certificates in the healthcare setting in Fall 2014. In Spring 2015 we will be awarding the second crop of certificates both in the healthcare and legal settings. In all, we expect to award 18 certificates in the 2014-2015 academic year.

Teacher Certification Program
The program received Louisiana Board of Elementary and Secondary Education (BESE) approval in Fall 2013. Since then we have continued to work on implementing the program. This semester (Spring 2014) we offered our first two TEAC courses with success and solid enrollments. We have worked with the Standing Committee on the Common Curriculum (SCCC) and University Courses and Curriculum Committee (UCCC) to approve Common Curriculum requirements for programs accepting Teacher Certification (Biology, Chemistry, English Writing, English Literature, Environmental Science, French, History—Social Studies, Mathematics, Physics, and Spanish). In the fall we will offer three TEAC courses and already they have healthy enrollments.

The HNS Lawlor Brochure
This spring semester the Office of Enrollment Management, the College of Humanities and Natural Science, and the Lawlor group collaborated to produce a beautiful brochure highlighting the offerings and great experiences our Humanities and Natural Sciences have. All the experiential learning activities described in the brochure are consistent with the strategic planning document that the Strategic Planning Team is developing. Our college stands ready to build on the successes expressed in the brochure. In addition to Lawlor, great thanks go to Roberta Kaskel and Chris Schaberg (from the English Department) for their work on the brochure.

College of Law

New Certificate Approved at the College of Law
The Law, Technology, and Entrepreneurship Certificate Program at Loyola College of Law aims to prepare our students to flourish in a changing legal environment. The successful lawyers of the future will be those who are fluent in technology and who have the legal and business skills to bring new ideas to the marketplace. Unique among Southern law schools, Loyola’s program allows law students to learn from and work with experienced entrepreneurs, business lawyers, and technology specialists. In addition to rigorous coursework in business planning and intellectual property, law students have the opportunity to do hands-on work in our Technology and Legal Innovation Clinic and to meet and work with leaders in New Orleans’ emerging start-up community. The program regularly sponsors presentations and symposia on technology and entrepreneurship. Law students who complete the certificate program will take a number of fundamental courses such as Business Organizations, Business Planning, Intellectual Property, and Law Technology, and then will take several electives in one of two different tracks—one for students who seek to become advisors to entrepreneurs and another for those who plan to become entrepreneurs themselves.

College of Music and Fine Arts
There are several exciting new programmatic initiatives which have either been recently approved within the context of the University’s curricular process, or are being discussed seriously within the departments and the College itself. These include:
Bachelor of Design
Our new Bachelor of Design Degree (Graphic Design) was approved this semester. This degree is the result of several years of hard work by our Art and Design faculty members, and builds upon the successful graphic design program currently in place. The new degree is professional in scope, and will make full use of the recently completed spaces in Monroe Hall, as well as the special equipment and software allotted to the program. The current graphic design program, which combines the study of graphic design and studio arts with our rigorous liberal arts curriculum, is one of Loyola’s most prominent and successful. Revisions and improvements to our BFA and BA programs in the studio arts are now being discussed as well.

New Tracks in Bachelor of Science in Music Industry Studies Program
New tracks, approved this year for our Bachelor of Science in Music Industry Studies program, are now in place. The new tracks are in the fields of Audio Technology (recording techniques, music, film and television), Digital Film Making (including film making, video editing, and writing/directing), and General Music Tech Electives (which allows for a variety of music technology courses already in the program to be more strategically matched with a student’s interests and abilities).

New Programs in Discussion
New programs are being discussed now within the College of Music and Fine arts which would further diversify and improve our cutting edge programs. These include:
- A specialty in Film Making (a more comprehensive and elaborate version of the film making track discussed above) which would lead to an actual Bachelor of Science degree in this area.
- A specialty in Commercial Music for our BS Music Industry program is now being considered. Such a specialty would allow for more intensive study of contemporary musical genres and approaches to performance, an analog to the already highly sophisticated and successful programs we already have in traditional classical music and jazz performance.

Other initiatives which are outside of the realm of degree programs include:
- A vocal competition for Louisiana high school students created and administered by Loyola’s School of Music and Preparatory Program, but in conjunction with the New Orleans Opera Association and The New Orleans Center for the Creative Arts (NOCCA). This new contest has been approved by the Board of Directors of the New Orleans Opera and is in the final stages of development.
- A cooperative effort between People’s Health of Louisiana and Loyola’s Music Therapy Program to place our students as instructors in their new Adult Care facilities throughout the state has been initiated. A recent Loyola graduate in Music Therapy for this program has already been hired.
- The connection between Loyola and the Louis Armstrong Foundation Summer Jazz Camp for Youth will continue again this year. This program also provides Loyola with a special grant to offer instruction in jazz to students in New Orleans public schools and serves as an important outreach program for Loyola to the city of New Orleans and the surrounding region.

College of Social Sciences
Loyola Institute for Ministry
The Board of Directors of the National Conference for Catechetical Leadership (NCCL) has selected the Loyola Institute for Ministry and its Extension Program (LIMEX) to receive its highest award for 2014 at its annual meeting on May 21 in St. Louis. The NCCL Catechetical Award is given to a person, persons, or institution in recognition of outstanding or exemplary contribution to the ministry of catechesis. The
Loyola Institute for Ministry is the fourth institutional recipient in the award’s 29-year history. The criteria used by the board of directors in the selection of the recipient are that the recipient(s) demonstrate:
* A life of witness to the Word of God;
* A magnanimous spirit of love and service to the Church;
* A vocation to ministry characterized by a pioneering spirit and innovative vision;
* A dedication and significant contribution to the ministry of catechesis in the Church at large.

**University Library**

The Monroe Library has scheduled focus groups later in April with Loyola graduate students to gather their feedback about the library’s print and electronic collections. Jim Hobbs, Online Services Coordinator and Associate Professor, recently accepted an invitation to serve as co-moderator of a statewide academic library e-mail listserv for electronic products. The library’s Special Collections and Archives unit recently completed the cataloging of the John P. Clark Papers (Clark is Loyola’s Gregory F. Curtin Distinguished Professor of Humane Letters and the Professions); and the Walker Percy Papers.

The Special Collections and Archives unit continues it digital scanning of over 4,000 images in Loyola’s Photographs Collection, including photographic prints and negatives taken on campus and of university events since the 1940s. The library continues to host events of interest to the Loyola and regional communities — in April, as examples: the Graduate Student Research Symposium; the University Honors Programs’s Student Theses Celebration; and the ILLiad Sharing Session, a daylong meeting designed for interlibrary lending/borrowing staff working in southern Louisiana academic libraries. Dean of Libraries Mike Olson has organized and will lead a speakers’ panel on the topic *Fundraising, Grants, and Other Sources of Development* at the Annual Meeting of the AJCU Library Deans at Marquette University in Milwaukee in May.

**Office of Grants and Sponsored Programs**

One of Professor Donald Hauber’s students, Madison Stark, in the Department of Biological Sciences, received a grant from the Louisiana Sea Grant (LSG) Undergraduate Research Opportunities Program (UROP). The grant is small, but this is a nice award for the student. The project is “Investigating Rapidly Colonizing Typha in the Mississippi River ‘Balize’ Delta.”

Also, the grants office helped secure Loyola’s membership in NORIA, the New Orleans Regional Innovation Alliance, which is an EDA-funded consortium of higher education, industry, and economic development organizations established to carry out or coordinate collaborative functions in industries of interest and which will focus on creating a “front door” to New Orleans regional institutions of higher education for industry (and which may serve to promote New Orleans as a “college town”) and on increasing experiential learning opportunities for our students. We are represented on the working group and have submitted nominations to serve on the front door, STEM education, and experiential education committees, each of which will help shape the goals of the alliance. The alliance was first proposed by a study on ways to close the look on university-industry interactions: [http://www.norpc.org/assets/pdf-documents/studies-and-plans/Closing_the_Loop_Report_FINAL_EKA_5-1-13.pdf](http://www.norpc.org/assets/pdf-documents/studies-and-plans/Closing_the_Loop_Report_FINAL_EKA_5-1-13.pdf).

**University Honors Program**

Most of our students are still waiting to hear about grad school, but Savannah Logan ‘14, double majoring in Latin American Studies and Math, received a Fulbright Award to Spain for 2014-15. Western European countries are the most competitive Fulbright’s and we are very proud.
Academic Affairs – Vice Provost for Faculty Affairs

Provost’s Report
The Provost’s Report for 2013, which is sent to our rankers, peer institutions, AJCU institutions and others, was completed and distributed in March. The 2013 report features our robust offerings in faculty/student collaborative research and experiential learning. The report is available to all audiences online at http://academicaffairs.loyo.edu/provosts-report.

Summer Session
To support our expanded online offerings in Summer Sessions, the Center for Faculty Innovation has offered online course development training course for faculty converting traditional courses to online formats. Over 35 faculty are participating in the course, which has met monthly since February.

Faculty Development
The First-Year Teaching Colloquium, also offered monthly to enhance teaching in all first-year courses, has involved approximately 50 faculty members in its largest sessions and 15-20 in targeted topic sessions. The Colloquium culminates in a three-day hands-on workshop in May in which faculty share the syllabi and assignments they have developed through participation in the program.

Student Success Summit
The workgroups of our Student Success Summit are implementing action plans in the areas of student advising and instructional effectiveness. The Instructional Effectiveness workgroup is reviewing Educational Testing Service (ETS) data on the Fall 2013 incoming class to determine whether adjustments should be made in academic support services and placement mechanisms for English composition and mathematics.

Center for International Education
The Center for International Education (CIE) has established two partnership programs with the potential to grow in the coming years. The Brazil Scientific Mobility Program (BSMP) provides scholarships in Science, Technology, Engineering and Mathematics (STEM) fields to undergraduate and graduate students from Brazil for study at colleges and universities in the United States. Six to ten students will study at Loyola next year, beginning with intensive English and moving on to academic disciplines, primarily biology.

Also through the CIE, six students from Loyola’s program with the Jesuit University in Quito, Ecuador, Pontificia Universidad Catolica del Ecuador (PUCE), will begin studying in Ecuador in August. Students will take Spanish language courses, a course on Andean culture with a service learning component, and will take field trips to various locations including the Amazon and the Galapagos. CIE and Loyola’s biology department are developing a biology component for students at PUCE, which is well-known for its biology program and its Yasuni Research Station in the Amazon.

Office of Community Engaged Learning, Teaching, and Scholarship
The Office of Community Engaged Learning, Teaching, and Scholarship has submitted Loyola’s application for the President’s Higher Education Community Service Honor Roll. Based on accomplishments in service learning, community based work study, and LUCAP, we anticipate not only inclusion in the honor roll, but eligibility for distinction.
Vice Provost for Institutional Effectiveness, Assessment an Student Success

Quality Enhancement Plan

We have prepared the launch of Loyola’s Quality Enhancement Plan, to be developed over 2014-15 in collaboration with faculty, staff, and students and submitted in 2015 with the SACS ten-year accreditation report. The theme of the new QEP is Experiential Learning, which will enhance the internships, collaborative research, community engaged learning, and international study in which our students already engage and partner with faculty.

The Quality Enhancement Plan (QEP) is a significant component of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation process Loyola will be engaged in over the next two years. According to SACSCOC, the QEP should address key issues emerging from institutional assessment and focus on improving student learning outcomes. The QEP should also be campus-wide and impact a large segment of the student population. The QEP topic for Loyola’s upcoming reaffirmation emerged from the Student Success Summit held in Spring 2013 and is a key component of the currently developing University Strategic Plan. It focuses on improving our students’ ability to see their education as a bridge to a vocation through experiential learning opportunities. The QEP will focus on four areas under the overarching theme of experiential learning:

- Collaborative Scholarship
- Study Abroad
- Community Engaged Learning
- Internships

These experiential learning opportunities play on existing programs within the institution and engage students directly in their field of study as well as the world outside of Loyola. A small leadership group met last fall and assembled four sub-groups each focusing on one branch of the QEP. These sub-groups are providing opportunities for voices from across the University to engage in the development process. The sub-groups are currently developing learning outcomes and action plans to strengthen each of these areas while staying conscious of the current budgetary state of the University.

Monroe Hall

Through careful planning, the interior construction schedule has been accelerated and is now scheduled for completion by December 2014. The sixth floor was turned over to the university in April and will be used to temporarily house departments displaced by upcoming renovations of the lower floors. At the close of the current semester, occupants of the first and second floors will be relocated and the spaces will be turned over to the contractor for renovation. By the beginning of the Fall 2014 semester, the third, fourth, fifth and sixth floors, the seventh floor greenhouse and the first floor chemistry labs and stockroom will be completed and in-service. Final work on the exterior of the building as well as decommissioning of the contractor’s work yard will occur in spring 2015.
STUDENT AFFAIRS UPDATE IS UNDER TAB 8
ENROLLMENT MANAGEMENT
Strategic Financial Aid Review for Loyola University New Orleans

Executive Summary

Scannell & Kurz (S&K) was invited to Loyola University New Orleans (Loyola) to review pricing and discounting strategies for incoming freshmen and transfers with the goal of identifying opportunities to adjust financial aid awarding policies to increase net tuition revenue and rebuild enrollments.

In order to conduct this review, Scannell & Kurz analyzed a data file containing admissions variables on all students admitted for fall 2011 through fall 2013; financial aid data were only available for fall 2013 admits. Scannell & Kurz also reviewed a variety of off-the-shelf materials and spent time on campus interviewing over 50 members of the campus community.

Historical Enrollment and Net Tuition Revenue (NTR) Trends

Freshmen

Freshman yield rates have fallen over the last three years, particularly between 2012 and 2013. The average SAT best has also declined over the last three years. Ethnic diversity has increased as has the percentage of the class that is first generation.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
<td>4063</td>
<td>4231</td>
<td>4204</td>
</tr>
<tr>
<td>Enroll</td>
<td>866</td>
<td>882</td>
<td>637</td>
</tr>
<tr>
<td>Yield</td>
<td>21.3%</td>
<td>20.8%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Avg. SAT Best</td>
<td>1143</td>
<td>1139</td>
<td>1137</td>
</tr>
<tr>
<td>Avg. HS GPA (Calc)</td>
<td>3.50</td>
<td>3.48</td>
<td>3.54</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>$33,552</td>
<td>$35,202</td>
<td>$36,860</td>
</tr>
<tr>
<td>Avg. NTR</td>
<td>N/A</td>
<td>N/A</td>
<td>$16,553</td>
</tr>
<tr>
<td>Total NTR</td>
<td>N/A</td>
<td>N/A</td>
<td>$10,544,562</td>
</tr>
<tr>
<td>Total Inst. Grant</td>
<td>N/A</td>
<td>N/A</td>
<td>$12,935,258</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>N/A</td>
<td>N/A</td>
<td>55.1%</td>
</tr>
<tr>
<td>Avg. FM Need</td>
<td>N/A</td>
<td>N/A</td>
<td>$39,378</td>
</tr>
<tr>
<td>% Female</td>
<td>57.3%</td>
<td>62.5%</td>
<td>60.8%</td>
</tr>
<tr>
<td>% Student of Color</td>
<td>37.8%</td>
<td>44.9%</td>
<td>43.8%</td>
</tr>
<tr>
<td>% In-state</td>
<td>40.3%</td>
<td>35.9%</td>
<td>38.0%</td>
</tr>
<tr>
<td>% First Generation</td>
<td>25.4%</td>
<td>26.3%</td>
<td>29.2%</td>
</tr>
<tr>
<td>% Applied for Aid</td>
<td>83.9%</td>
<td>87.1%</td>
<td>85.2%</td>
</tr>
</tbody>
</table>
Between 2012 and 2013, yield declined the most for those whose homes were less than 50 miles from campus. Similarly, yield for commuters fell dramatically, by 14.4 percentage points, between 2012 and 2013 while yield on dorm residents fell by only 4.5 percentage points. While the decline in yield was widespread among SAT bands, yields declined the most for admits with SAT 1000-1090.

**Transfers**

Transfer admits have been fairly steady over the last three years. Yield, however, declined over 7 percentage points between 2011 and 2012. Yield then rebounded for 2013, although not to the level achieved in 2011. Even though yields have declined since 2011, they are still much higher than for freshmen.

<table>
<thead>
<tr>
<th>Transfer Enrollment Results</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
<td>272</td>
<td>270</td>
<td>260</td>
</tr>
<tr>
<td>Enroll</td>
<td>130</td>
<td>110</td>
<td>117</td>
</tr>
<tr>
<td>Yield</td>
<td>47.8%</td>
<td>40.7%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Avg. College GPA</td>
<td>2.97</td>
<td>3.05</td>
<td>2.99</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>$33,552</td>
<td>$35,202</td>
<td>$36,860</td>
</tr>
<tr>
<td>Avg. NTR</td>
<td>N/A</td>
<td>N/A</td>
<td>$21,498</td>
</tr>
<tr>
<td>Total NTR</td>
<td>N/A</td>
<td>N/A</td>
<td>$2,515,210</td>
</tr>
<tr>
<td>Total Inst. Grant</td>
<td>N/A</td>
<td>N/A</td>
<td>$1,797,410</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>N/A</td>
<td>N/A</td>
<td>41.7%</td>
</tr>
<tr>
<td>Avg. FM Need</td>
<td>N/A</td>
<td>N/A</td>
<td>$40,323</td>
</tr>
<tr>
<td>% Female</td>
<td>51%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>% Student of Color</td>
<td>26%</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>% In-state</td>
<td>52%</td>
<td>46%</td>
<td>41%</td>
</tr>
<tr>
<td>% First Generation</td>
<td>29%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>% Applied for Aid</td>
<td>65%</td>
<td>71%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Financial Aid Strategies**

For many years, Loyola has awarded most merit and need-based aid using five financial aid “priority groups”. The merit levels originally planned for fall 2013 freshmen ranged from $6,000 to $20,000, with the levels being tied to priority group ratings and state residency. Transfers have also been eligible for merit awards based on college GPA and hours of academic credit. Names of merit-eligible freshmen interested in Business, Social Justice, Chemistry, and Modern Foreign Language are forwarded to faculty in those academic programs who consider the students for named awards that take the place of the automatic scholarships. The Jesuit Identity scholarship, for students graduating from Jesuit high schools, also takes the place of the automatic scholarships. In addition, freshmen have historically competed for Ignatian awards which cover all direct costs. These awards also take the place of the automatic scholarships. Music, theater, and visual arts awards are based on auditions and can be stacked on merit scholarships. Partial athletic awards can also be stacked on merit offers. Other awards that can be stacked on merit offers include:
A $1,000 grant to students who visit campus before May 1; and
A $1,000 award for students selected for the Cardoner leadership program

To award need-based aid, all gift aid (institutional and governmental) is counted toward a target percent of need to be met with grant. Students are offered institutional need-based aid only if necessary to meet that target after all other gift aid has been considered. The target percentages vary based on financial aid priority group, need-level, and application type. Later in the awarding cycle, the target percentages have historically been reduced, typically multiple times.

Although these policies were used to auto package students, leadership in enrollment management manually adjusted many awards—both up and down—before the letters were sent. In addition, after May 17th last year, when it was clear that Loyola would not make its class, students who had not yet deposited were encouraged to appeal. In response to those appeals, the financial aid office offered up to $5,000 to cover up to 50% of unmet need.

Prior to the site visit, budgeting for financial aid had not been data driven. For example, the financial aid budget for 2013-14 was projected to be $400,000 lower than the actual expenditures for 2012-13, even though the cost of renewing returning students in 2013-14 was clearly going to be more than the cost of renewing returning students in 2012-13. Some of the drop in overall net tuition revenue that occurred in 2013-14 could have been anticipated had more effective financial aid budget planning been in place.

**Competitor Benchmarking**

Typically, there is a strong correlation between an institution’s “rank” against competitors in terms of sticker price and its relative position against those competitors on a set of publicly available “prestige” measures (e.g., acceptance rates, *U.S. News* ranking, and middle 50% SAT scores). Those institutions where price and prestige are out of alignment tend to have high discount rates. As can be seen in the table below, Spring Hill, where the volume of overlapping applicants is second only to Tulane, has a significantly lower sticker price and a significantly higher discount rate than Loyola although its “prestige profile” is similar. This makes them a difficult institution for Loyola to win against. In addition, Belmont and Baylor have higher mid-50% ACTs and *U.S. News* rankings than Loyola but lower sticker prices. Although the attraction of the city of New Orleans may help counteract some of this pricing challenge, S&K believes that this situation has contributed to the stagnation of the University’s growth trends and the need to discount heavily.

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1 Note, this program is being eliminated.
Xavier University of Louisiana  275  $19,070  $15,676  17.8%  63.5%  19 - 22  NLAC #161
Belmont University  182  $27,380  $21,548  21.3%  84.1%  24 - 29  Reg. U #7
Spring Hill College  357  $30,924  $9,865  68.1%  47.5%  21 - 26  Reg. U #16
Baylor University  182  $36,172  $19,352  46.5%  60.7%  24 - 29  Natl. U #75

Loyola University New Orleans  -  $36,610  $17,133  53.2%  65.6%  22 - 27  Reg. U #9
Loyola University Chicago  285  $36,730  $21,046  42.7%  81.2%  25 - 29  Natl. U #101
St. John’s University, New York  189  $37,260  $18,891  49.3%  53.2%  21 - 27  Natl. U #152
Drexel University  220  $37,505  $21,303  43.2%  74.9%  24 - 29  Natl. U #97
Fordham University  278  $43,902  $25,990  40.8%  42.9%  26 - 30  Natl. U #57
Tulane University  529  $46,930  $26,797  42.9%  27.3%  29 - 32  Natl. U #52

* Discount rate has been calculated using IPEDS data which, on occasion, have been found to be inaccurate.
Sources - College/University website, U.S. News & World Report and IPEDS

It is also important to acknowledge that Loyola has significant overlap with in-state public institutions; the largest number of cross admits of any competitor occurs with Louisiana State University and, of the cross admits who enrolled at either Loyola or LSU, 70% chose LSU. Certainly it will never be possible to compete with public institutions on the basis of cost, but these low cost institutions represent an ongoing challenge for Loyola.

Marketing and Recruitment Practices and Strategies

The biggest challenge for admissions lies in improving conversion rates at every stage of the recruitment process: from inquiry to application; from application to completed application; and then from admit to enroll. For example, in fall 2013, only 68.4% of applicants completed their applications. At the time of the site visit in the fall, Loyola was already 300 applications behind the same time last year (partly due to delays caused by the Common App). Clearly, the team needs to be more strategic in managing the large volume of inquiries. Defining hot prospects in order to target relationship marketing efforts effectively will be the first step toward improving conversion rates. In addition, strengthening information about career and graduate school outcomes by program area will be important to building the value proposition moving forward.

Campus Support for Recruitment

Faculty are very willing to meet with families on individual visits, welcome visits to their classes, have developed engaging mock classes for the President’s Open House, and emails from department chairs are sent to admitted students. While these efforts are very helpful, more strategic involvement of faculty is needed. For example, some departments make calls to admitted students, but this effort is not consistent. Faculty are anxious to develop interactive experiences for all on-campus events but have not in the past been offered long enough blocks of time to implement these types of activities. Admissions invites departments to train counselors about their programs in August and to provide updates in January or February, but not all departments participate. Similarly, there are opportunities to enhance collaboration between admissions and athletics in support of recruitment efforts.
Price Sensitivity Analysis: Freshmen

As a first step in exploring the impact of total grant assistance (merit and need-based, institutional and external) on enrollment behavior, Scannell & Kurz identified six quality groups based on breakpoints in yield by SAT and GPA with an eye toward facilitating the marketing of merit awards as well as targeting aid more effectively.

Then, to further explore the price sensitivity of Loyola’s freshman admit pool, Scannell & Kurz used probit analysis on fall 2013 data to develop a statistical model that would accurately estimate the actual freshman class. The probit coefficients can be expressed as marginal effects calculations in order to understand the influence that each factor in the model has on probability of enrollment, holding all other factors constant. An interpretation of the statistically significant variables can be found in the table below.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marginal Effect Calculation</th>
<th>Marginal Effect Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grants</td>
<td>0.00357</td>
<td>For every $1,000 in additional grant, probability of enrollment increases &lt; 1%.</td>
</tr>
<tr>
<td>Applied for Aid</td>
<td>0.14152</td>
<td>Students who apply for aid are 14.2% more likely to enroll than students who do not apply for aid.</td>
</tr>
<tr>
<td>SAT (M+V) Best</td>
<td>-0.00017</td>
<td>For every extra 100 SAT points, probability of enrollment declines by 1.7%.</td>
</tr>
<tr>
<td>HS GPA Calc</td>
<td>-0.04973</td>
<td>For every one point increase in HS GPA (e.g., 2.5 to 3.5), probability of enrollment declines by 5.0%.</td>
</tr>
<tr>
<td>Commuter</td>
<td>0.07691</td>
<td>Commuters are 7.7% more likely to enroll than dorm residents.</td>
</tr>
<tr>
<td>Intended Division: Music</td>
<td>0.21365</td>
<td>Students with intended division of Music are 21.4% more likely to enroll than students in divisions not listed in the table.</td>
</tr>
<tr>
<td>Intended Division: Fine Arts</td>
<td>0.10775</td>
<td>Students with intended division of Fine Arts are 10.8% more likely to enroll than students in divisions not listed in the table.</td>
</tr>
</tbody>
</table>

Price Elasticity

The probit model found 94% of Loyola’s 2013 freshman admit pool to be price inelastic meaning that decreases in grant (or increases in price) to almost everyone in the admit pool would have resulted in increased net tuition revenue. In other words, although decreasing grant would have resulted in fewer students enrolling, the financial aid savings on those who still would enroll would more than compensate for the lost enrollments, resulting in more total net tuition revenue.

Optimizing Net Tuition Revenue

Given the findings regarding price elasticity, it is not surprising that when Scannell & Kurz used the probit model to simulate the optimum class from a net tuition revenue perspective, the class was smaller and discounted less heavily than the Baseline class. In addition, average SAT was 3 points lower. The chart below provides more detail on the results of the Optimization Simulation compared to the model Baseline.
<table>
<thead>
<tr>
<th>Estimated Class (Baseline)</th>
<th>NTR Optimization Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>637 440</td>
</tr>
<tr>
<td>Total Institutional Grant</td>
<td>$13,039,370 $2,107,768</td>
</tr>
<tr>
<td>Total NTR</td>
<td>$10,458,718 $14,116,931</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>55.5% 13.0%</td>
</tr>
<tr>
<td>% Applied for Aid</td>
<td>85% 81%</td>
</tr>
<tr>
<td>Avg. SAT</td>
<td>1135 1132</td>
</tr>
<tr>
<td>% Female</td>
<td>61% 60%</td>
</tr>
<tr>
<td>% Student of Color</td>
<td>44% 42%</td>
</tr>
<tr>
<td>% Commuter</td>
<td>12% 13%</td>
</tr>
<tr>
<td>% In-state</td>
<td>34% 34%</td>
</tr>
<tr>
<td>% Catholic</td>
<td>43% 43%</td>
</tr>
</tbody>
</table>

**Simulating Alternative Awarding Strategies**

Because Loyola wants to rebuild enrollment, this simulation does not represent a packaging policy. However, it provided directive guidance for the development of alternative packaging policies to further explore the tradeoffs possible between net tuition revenue, class size, and other class characteristics. The results of selected simulations are summarized in the table below.

### Abbreviated Freshman Simulation Summary Table

<table>
<thead>
<tr>
<th></th>
<th>Estimated Class (Baseline)</th>
<th>Simulation #1: Stated Policies</th>
<th>Simulation #2: Eliminate Visit Grants</th>
<th>Simulation #3: New Q Groups</th>
<th>Simulation #17: New Q Groups and Need-based approach</th>
<th>Simulation #18: Like #17 but higher merits</th>
<th>Simulation #19: Like #18 but expand QG #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>637</td>
<td>635</td>
<td>632</td>
<td>627</td>
<td>594</td>
<td>612</td>
<td>614</td>
</tr>
<tr>
<td>Total Institutional Grant</td>
<td>$13,039,370</td>
<td>$12,782,214</td>
<td>$12,556,142</td>
<td>$12,230,843</td>
<td>$10,542,332</td>
<td>$11,625,900</td>
<td>$11,692,905</td>
</tr>
<tr>
<td>Total NTR</td>
<td>$10,458,718</td>
<td>$10,632,936</td>
<td>$10,722,725</td>
<td>$10,865,022</td>
<td>$11,351,210</td>
<td>$10,939,018</td>
<td>$10,924,237</td>
</tr>
<tr>
<td>Total NTRR</td>
<td>$14,485,337</td>
<td>$14,656,962</td>
<td>$14,723,608</td>
<td>$14,833,570</td>
<td>$15,095,684</td>
<td>$14,804,439</td>
<td>$14,798,842</td>
</tr>
<tr>
<td>Discount Rate</td>
<td>55.5%</td>
<td>54.6%</td>
<td>53.9%</td>
<td>53.0%</td>
<td>48.2%</td>
<td>51.5%</td>
<td>51.7%</td>
</tr>
<tr>
<td>% Applied for Aid</td>
<td>85.3%</td>
<td>85.3%</td>
<td>85.2%</td>
<td>85.1%</td>
<td>86.6%</td>
<td>86.5%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Avg. SAT</td>
<td>1135</td>
<td>1136</td>
<td>1135</td>
<td>1136</td>
<td>1140</td>
<td>1143</td>
<td>1143</td>
</tr>
<tr>
<td>% Female</td>
<td>61%</td>
<td>61%</td>
<td>61%</td>
<td>61%</td>
<td>61%</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>% Student of Color</td>
<td>44%</td>
<td>43%</td>
<td>44%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>% Commuter</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>% In-state</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
<td>34%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>% Catholic</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>% Music Division</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
</tbody>
</table>

The Loyola team chose to implement *Freshman Simulation #19* as the best balance between competing enrollment goals. Specifically, the following strategies were implemented:
• **Quality Group #1 (SAT 1250+ and GPA 3.75+):**
  Award a merit of $20,000. Then, for:
  - **EFC $0**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $11,500 in institutional need based grant for residents ($8,800 for commuters) to meet any remaining need.
  - **EFC $1-$5,081**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $15,000 in institutional need based grant for residents ($12,300 for commuters) to meet any remaining need.
  - **EFC $5,081-$30,000**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $12,000 in institutional need based grant for residents ($9,300 for commuters) to meet any remaining need.
  - **EFC > $30,000**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $8,000 in institutional need based grant for residents ($5,300 for commuters) to meet any remaining need.

• **Quality Group #2 (SAT 1300+ and GPA 3.25+ OR SAT 1150+ and GPA 4.0+):**
  Award a merit of $17,000. Then, for:
  - **EFC $0**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $11,000 in institutional need based grant for residents ($8,300 for commuters) to meet any remaining need.
  - **EFC $1-$5,081**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $14,500 in institutional need based grant for residents ($11,800 for commuters) to meet any remaining need.
  - **EFC $5,081-$30,000**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $11,500 in institutional need based grant for residents ($8,800 for commuters) to meet any remaining need.
  - **EFC > $30,000**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $7,500 in institutional need based grant for residents ($4,800 for commuters) to meet any remaining need.

• **Quality Group #3 (SAT 1150+ and GPA 3.0+):**
  Award a merit of $13,000. Then, for:
  - **EFC $0**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $10,500 in institutional need based grant for residents ($7,800 for commuters) to meet any remaining need.
  - **EFC $1-$5,081**, award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $14,000 in institutional need based grant for residents ($11,300 for commuters) to meet any remaining need.
- 8 -

- **EFC $5,081-$30,000**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $11,000 in institutional need based grant for residents ($8,300 for commuters) to meet any remaining need.
- **EFC > $30,000**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $7,000 in institutional need based grant for residents ($4,300 for commuters) to meet any remaining need.

**Quality Group #4 (SAT 1100+ and GPA 3.0+):**

Award a merit of $11,000. Then, for:
- **EFC $0**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $10,000 in institutional need based grant for residents ($7,300 for commuters) to meet any remaining need.
- **EFC $1-$5,081**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $13,500 in institutional need based grant for residents ($10,800 for commuters) to meet any remaining need.
- **EFC $5,081-$30,000**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $10,500 in institutional need based grant for residents ($7,800 for commuters) to meet any remaining need.
- **EFC > $30,000**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $6,500 in institutional need based grant for residents ($3,800 for commuters) to meet any remaining need.

**Quality Group #5 (SAT 1000+ and GPA 2.5+ OR SAT 950+ and GPA 3.0+):**

Award a merit of $8,000. Then, for:
- **EFC $0**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $9,500 in institutional need based grant for residents ($6,800 for commuters) to meet any remaining need.
- **EFC $1-$5,081**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $13,000 in institutional need based grant for residents ($10,300 for commuters) to meet any remaining need.
- **EFC $5,081-$30,000**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $10,000 in institutional need based grant for residents ($7,300 for commuters) to meet any remaining need.
- **EFC > $30,000**: award government grant, then self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $6,000 in institutional need based grant for residents ($3,300 for commuters) to meet any remaining need.
Quality Group #6 (All Others):
Offer any government grant, then meet the next $7,000 of need with institutional grant. Then, for:
- **EFC $0**, award self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $9,000 in institutional need based grant for residents ($6,300 for commuters) to meet any remaining need.
- **EFC $1-$5,081**, award self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $12,500 in institutional need based grant for residents ($9,800 for commuters) to meet any remaining need.
- **EFC $5,081-$30,000**, award self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $9,500 in institutional need based grant for residents ($6,800 for commuters) to meet any remaining need.
- **EFC > $30,000**, award self help ($5,500 FDL, $1,500 Perkins Loan, and $1,600 FWS), and then offer up to $5,500 in institutional need based grant for residents ($2,800 for commuters) to meet any remaining need.

Ignatian scholarships awarded through a competition continued to be awarded in place of the merit awards listed above. Departmental, Jesuit Identity, Cardoner Leadership, and Jefferson Parish awards continued to be offered on top of merit awards, but were counted toward the need-based aid targets.

**Price Sensitivity Analysis: Transfers**

The table below provides an interpretation of the impact of some of the statistically significant drivers in the transfer model.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marginal Effects Calculation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grant</td>
<td>0.01187</td>
<td>For every $1,000 of grant, probability of enrollment increases by 1.2%.</td>
</tr>
<tr>
<td>Transfer GPA</td>
<td>-0.14024</td>
<td>For every additional transfer GPA point (e.g., 2.5 to 3.5), probability of enrollment decreases 14.0%.</td>
</tr>
<tr>
<td>Student of Color</td>
<td>-0.13142</td>
<td>Students of color are 13.1% less likely to enroll than Caucasians.</td>
</tr>
<tr>
<td>Legacy Student</td>
<td>0.357548</td>
<td>Legacy students are 35.8% more likely to enroll than non-legacy students.</td>
</tr>
<tr>
<td>In-State</td>
<td>0.164547</td>
<td>In-state students are 16.5% more likely to enroll than out-of-state students.</td>
</tr>
</tbody>
</table>

Transfers were found to be predominately price inelastic. Consequently, as can be seen in the **Transfer Simulation Summary Table** below the optimal class from a net tuition revenue standpoint would have been smaller and less heavily discounted.
The Loyola team chose to implement Transfer Simulation #5. Specifically, the following approach was implemented:

- **Quality Group #1:** Transfer GPA 3.5+
  Award a merit of $12,000. Then, for:
  - **EFC $0**, award government grant, then self help ($7,500 FDL/gap depending on class year) and then offer up to $10,500 in institutional need based grant for residents ($7,800 for commuters) to meet any remaining need.
  - **EFC $1-$5,081**, award government grant, then self help ($7,500 FDL/gap) and then offer up to $14,000 in institutional need based grant for residents ($11,300 for commuters) to meet any remaining need.
  - **EFC $5,081-$30,000**, award government grant, then self help ($7,500 FDL/gap), and then offer up to $11,000 in institutional need based grant for residents ($8,300 for commuters) to meet any remaining need.
  - **EFC > $30,000**, award government grant, then self help ($7,500 FDL/gap), and then offer up to $7,000 in institutional need based grant for residents ($4,300 for commuters) to meet any remaining need.

- **Quality Group #2:** Transfer GPA 3.0-3.49
  Award a merit of $9,000. Then, for:
  - **EFC $0**, award government grant, then self help ($7,500 FDL/gap), and then offer up to $10,000 in institutional need based grant for residents ($7,300 for commuters) to meet any remaining need.
  - **EFC $1-$5,081**, award government grant, then self help ($7,500 FDL/gap), and then offer up to $13,500 in institutional need based grant for residents ($10,800 for commuters) to meet any remaining need.
EFC $5,081-$30,000, award government grant, then self help ($7,500 FDL/gap), and then offer up to $10,500 in institutional need based grant for residents ($7,800 for commuters) to meet any remaining need.
EFC > $30,000, award government grant, then self help ($7,500 FDL/gap), and then offer up to $6,500 in institutional need based grant for residents ($3,800 for commuters) to meet any remaining need.

**Quality Group #3: Transfer GPA 2.5-2.99**
Award a merit of $5,000. Then, for:
- EFC $0, award government grant, then self help ($7,500 FDL/gap), and then offer up to $9,500 in institutional need based grant for residents ($6,800 for commuters) to meet any remaining need.
- EFC $1-$5,081, award government grant, then self help ($7,500 FDL/gap), and then offer up to $13,000 in institutional need based grant for residents ($10,300 for commuters) to meet any remaining need.
- EFC $5,081-$30,000, award government grant, then self help ($7,500 FDL/gap), and then offer up to $10,000 in institutional need based grant for residents ($7,300 for commuters) to meet any remaining need.
- EFC > $30,000, award government grant, then self help ($7,500 FDL/gap), and then offer up to $6,000 in institutional need based grant for residents ($3,300 for commuters) to meet any remaining need.

**Quality Group #4: All Others**
No Merit. Offer any government grant, then meet the next $4,000 of need with institutional grant. Then, for:
- EFC $0, award self help ($7,500 FDL/gap), and then offer up to $9,000 in institutional need based grant for residents ($6,300 for commuters) to meet any remaining need.
- EFC $1-$5,081, award self help ($7,500 FDL/gap), and then offer up to $12,500 in institutional need based grant for residents ($9,800 for commuters) to meet any remaining need.
- EFC $5,081-$30,000, award self help ($7,500 FDL/gap), and then offer up to $9,500 in institutional need based grant for residents ($6,800 for commuters) to meet any remaining need.
- EFC > $30,000, award self help ($7,500 FDL/gap), and then offer up to $5,500 in institutional need based grant for residents ($2,800 for commuters) to meet any remaining need.

**Recommendations**

Beyond the specific packaging policies noted above, S&K also provided a number of recommendations related to recruitment programs and financial aid operations. Among those recommendations were the following:
• Keep tuition increases more moderate.

• Develop a by-class-year, trend-based net tuition revenue planning model that will provide realistic budget targets for both enrollment and financial aid.

• Provide tracking reports throughout the awarding cycle with date-to-date comparisons to prior year expenditures and projections on final expenditures for enrolled students.

• Train both financial aid and admissions staffs to more effectively present affordability, merit, and financing options. In addition, messages about financial aid on the web and in admissions publications need to become more transparent. In particular, the top three merit awards should be publicized as guarantees with clear criteria and award amounts.

• Loyola’s admissions leadership needs to develop a strategic recruitment plan, including a transition to a relationship marketing style of recruitment employed throughout the recruitment cycle, not just at the yield stage.

• Enhance the collection, reporting, and marketing of data on the career and graduate school outcomes of Loyola graduates. In addition, make the Career Development highly visible on tours and at recruitment events.

• Strengthen transfer recruitment efforts particularly in building relationships with area community colleges through articulation agreements and streamlining the credit evaluation process.

• Enhance campus visit opportunities to include memorable “WOW” experiences and capture visit data more comprehensively and accurately.

• Involve faculty from all academic areas in recruitment efforts. In particular, include faculty more consistently in communication strategies to admitted students and in training the sales team.

• Strengthen the collaboration between admissions and athletics in meeting recruitment goals.

Conclusion

Although Loyola University New Orleans wants to rebuild new undergraduate enrollments, this will take time, given the University’s current market position and, as this review clearly demonstrated, using financial aid to grow will be counterproductive from a net revenue standpoint because the majority of Loyola University of New Orleans’ admits—even those in under-enrolled majors-- are relatively price inelastic. Consequently, meeting the
University’s enrollment growth targets will need to be more a function of recruitment strategies and program offerings than aid strategies.

While immediate action is needed to begin the rebuilding process most effectively, recruiting a class is at a minimum an 18-24 month process, thus it will take several recruitment cycles to fully realize the results of ongoing and planned changes in recruitment, marketing, and financial aid strategies.

KK:jas
STRATEGIC PLANNING UPDATE
April 24, 2014

Dear Trustees,

I am pleased to present to you here a template for the next Loyola New Orleans Strategic Plan, Creating a Learning-Centered Community, and I look forward to discussing it at the May Board meeting. As you know, we are devoting a portion of the Friday Board meeting to discussion of this document. Once again, I am grateful to the members of the Strategic Planning Team (SPT) and especially to Bill Locander, Dean of the College of Business, who has co-facilitated the strategic planning process with me this year. I am also very grateful to you for your input both at the March Board meeting and since then—please be assured that the SPT is taking your recommendations into full consideration.

At the May Board meeting Dean Locander and I will give a presentation on the process and progress of our strategic planning since the March Board meeting. On the whole our efforts have been bent toward soliciting, collecting, and synthesizing action plans tied to the appropriate four over-arching strategies of the plan. Following this letter in the Board Book is a draft of the template for the plan, which provides the four over-arching strategies and the action plans proposed to actuate each of those strategies. At the Board meeting we may provide a more refined, updated version of this document. Our hope is that the Board will assent to this document as the basis for the complete strategic plan to be submitted to the Board at the October Board meeting.

As noted in the March Board book, we are at a juncture in Loyola’s history where strategic planning never been so important to the future of the University. We look forward to sharing our work with you, and we thank you for your insights and collaboration.

All my best,

Dr. Marc Manganaro
Provost and Vice-President of Academic Affairs
Create a learning-centered community

1. *dedicated to a high-quality, experiential, and values-based education*
   a. Maximize student engagement in experiential opportunities by developing, reviewing and revising college organizational structures and programs.
   b. Every graduate will engage in at least two experiential-based practices which may include:
      - Collaborative research
      - Community engagement
      - Internships
      - Study abroad and global immersion
   c. Develop an integrated co-curricular program that offers personal, professional, physical & spiritual development opportunities, which engage students in the life of the campus.
   d. Centralize academic support services that create highly visible space to foster independent and mentored student learning and success.

2. *devoted to students’ discovery of their career and a life of service*
   a. Invest in Loyola’s Career Services to make it a signature program and recruitment tool that will match the ideals of liberal education to careers in the professions, creative arts, entrepreneurship and teach students how to embark on their careers and a life of service.
   b. Create a new model for advising that is collaborative across academic and non-academic units and that focuses on student development, not just progress toward degree.
   c. Develop the network of Loyola alumni and friends who support students’ exploration of a variety of career paths and a life of service through internships, summer jobs, and other engagement.
   d. Design and implement an e-portfolio program, which all undergraduate students will use to compile a holistic record of and reflection on their Loyola experience.

3. *infused by the cultures and traditions of New Orleans*
   a. Create a new model for collaboration that provides a support structure to engage the Loyola community directly with New Orleans.
   b. Increase opportunities for students to interact with the cultures, traditions, and location of New Orleans through their coursework.
   c. Create a marketing campaign that highlights Loyola's connections to New Orleans.
   d. Create and enhance programs that will supply graduates for growing-demand professions in New Orleans.

4. *rooted in the Jesuit and Catholic mission of the University*
   a. Expand formation of students, faculty, and staff in Loyola’s Jesuit identity through integration of spirituality, justice, and the intellectual life.
   b. Integrate Ignatian principles of discernment into advising, career planning, and support for lives of service.

As of the SPT meeting on April 9, 2014; rev. 4/14/2014
c. Tie course-level student learning outcomes to aspects of Loyola’s Jesuit and Catholic identity, such as its commitment to justice and ethical conduct.

d. In pursuit of solidarity, increase opportunities for students, faculty, and staff to connect to, collaborate with, and support Jesuit ministries in New Orleans and beyond.

e. Integrate into the hiring process the opportunity for all job candidates to articulate how they perceive themselves contributing to the university’s mission.
PROPOSED RESTRUCTURING OF COLLEGES
Current College Structure (2006)

- College of Business
- College of Humanities & Natural Sciences
- College of Music & Fine Arts
- College of Social Sciences
Model 1

- College of Business: Unchanged
- College of Liberal Arts & Sciences: Current HNS programs, Sociology, Political Science, Interdisciplinary Programs
- College of Music & Fine Arts: School of Music, Music Industry Studies, Theatre Arts & Dance, and Art & Design
- College of Professional & Continuing Studies: Criminal Justice, Counseling, School of Mass Communication, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School
## Model 2

<table>
<thead>
<tr>
<th>College of Business</th>
<th>• Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
<td>• Current HNS programs, Sociology, Political Science, Interdisciplinary Programs</td>
</tr>
<tr>
<td>College of Music &amp; Fine Arts</td>
<td>• School of Music, Music Industry Studies, Theatre Arts &amp; Dance, and Art &amp; Design</td>
</tr>
<tr>
<td>College of Professional &amp; Continuing Studies</td>
<td>• Criminal Justice, Counseling, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School</td>
</tr>
<tr>
<td>College of Mass Communication</td>
<td>• New College</td>
</tr>
</tbody>
</table>
Model 3

- Unchanged
- Current HNS programs, Sociology, Political Science, Interdisciplinary Programs
- School of Music, Theatre Arts & Dance, Art
- Criminal Justice, Counseling, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School
- Design, Mass Communication, Music Industry Studies, (Computer Technology), Interdisciplinary Programs

College of Business
College of Liberal Arts & Sciences
College of Music & Fine Arts
College of Professional & Continuing Studies
College of Media, Communication & Technology
Model 4

- Unchanged
- Current HNS programs, Sociology, Political Science, Interdisciplinary Programs
- School of Music, Theatre Arts & Dance, Art
- Criminal Justice, Counseling, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School
- Design, Mass Communication, Music Industry Studies, (Computer Technology), Interdisciplinary Programs
- Separate School
Model 5

- College of Business
- College of Liberal Arts & Sciences
- College of Music & Fine Arts
- College of Media, Communication, Technology
- Office of Graduate Studies
Model 6

- College of Business
- College of Liberal Arts & Sciences
- College of Music & Fine Arts
- Office of Graduate Studies

- Unchanged
- See next slide
- School of Music, Theatre Arts & Dance, Art
- Administrative only
College of Liberal Arts & Sciences – Model 6

- Division of Humanities
- Division of Natural and Social Sciences
- Division/School of Media, Technology, & Creative Arts
- Division/School of Mass Communication
- Division/School of Nursing
- Interdisciplinary Programs
3 MODELS FOR THE FUTURE VISION OF LOYOLA UNIVERSITY NEW ORLEANS

Ad Hoc Committee on Academic Structures
A Committee of the University Senate
Report to the Senate
April 9, 2014

Members
Tish Beard, HNS | Biology
Joe Berendzen, HNS | Philosophy
Barbara Ewell, HNS | English
Thomas Foster, CSS | Counseling
Meg Frazier, MFA | Music
Gwen George, Co-Chair, CSS | Nursing
David Khey, CSS | Criminal Justice
Daniela Marx, MFA | Graphic Design
Laurie Phillips, University Library
Cathy Rogers, CSS | Mass Communication
John Snyder, MFA | Music Industry
Joelle Underwood, Co-Chair, HNS | Chemistry

The committee urges the members of the University Senate to share this report widely with our entire Loyola University New Orleans community to facilitate informed and transparent discussions.
REPORT CONTENTS
I. Summary of Committee Work p. 3
II. Rubric for Developing and Evaluating Proposed Academic Models p. 4
III. Loyola’s Current Academic Structure p. 5
IV. Three Proposed Models
   Model A p. 6
   Model B p. 7
   Model C p. 8
V. Minority Report p. 9
VI. Beyond the Rubric: Challenges to Loyola’s Future Vision p. 11

Loyola University New Orleans Mission Statement
Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius Loyola’s vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.

2014 Strategic Planning Team Draft Statement

Create a learning-centered community
– dedicated to a high-quality, experiential, and values-based education
– devoted to students’ discovery of their career and a life of service
– infused by the cultures and traditions of New Orleans
– rooted in the Jesuit and Catholic commitment to justice
I. SUMMARY OF COMMITTEE WORK
The Ad Hoc Committee on Structures was formed by the Loyola University Senate in response to a report from the College of Social Sciences regarding the future structure of the college. The committee met five times during March and April 2014. It reviewed the report from the College of Social Sciences. The committee agreed that the current academic structure that Loyola is operating under is ineffective.

With the many strengths of our Loyola community as well as the challenges that we face in mind, the committee developed a rubric of ten issues any new academic model should address. The committee then studied the academic structures used by many other universities, including our reference group, peer Jesuit institutions, as well as a number of other comparable universities.

The committee proposes three models for consideration of the University Senate and the wider Loyola University New Orleans community. See the minority report on page 9 for a fourth proposed model.

The committee notes that restructuring the colleges is not automatically going to create greater flexibility for students or faculty. Policy issues--including budgeting, curricula, and administration--that isolate departments, programs and colleges need to be addressed. See section VI of this report for more details.

These models are preliminary, suggesting disciplinary groups and administrative structures; the names of the colleges, in particular, are attempts to be descriptive. The committee recommends that we continue to work on these models, addressing details such as committee and other faculty governance structures, realistic cost assessments for both the transition and long-term operating costs of the models, and an implementation plan for moving from our current academic structure to a new academic structure. This process would lead to an informed recommendation from the University Senate in time for the October 9, 2014 Board of Trustees meeting.
II. RUBRIC: VISIONS FOR THE FUTURE
Rubric for Developing and Evaluating Proposed Models

1. Aligns with the Strategic Planning Team Draft Statement

Create a learning-centered community
- dedicated to a high-quality, experiential, and values-based education
- devoted to students’ discovery of their career and a life of service
- infused by the cultures and traditions of New Orleans
- rooted in the Jesuit and Catholic commitment to justice

2. Flexibility for students

3. Greater opportunities for creative collaborations and crossovers

4. Strong future for graduate programs

5. Improved vision and support for nontraditional students

6. Efficient administrative structure

7. Increased access to Provost

8. Highlight university strengths for future growth

9. Adaptable structure—responds quickly and efficiently to future challenges

10. Supports innovative programming
III. LOYOLA’S CURRENT ACADEMIC STRUCTURE: 5 COLLEGES + LIBRARY

1. College of Business

2. College of Humanities and Natural Science
   Biological Sciences, Chemistry, English, History, Languages and Cultures, Mathematical Sciences, Philosophy, Psychological Sciences, Religious Studies

3. College of Law

4. College of Music and Fine Arts
   Art and Design, Music Industry Studies, School of Music, Theatre Arts and Dance

5. College of Social Sciences
   Counseling, Criminal Justice, Loyola Institute for Ministry, School of Mass Communication, School of Nursing, Political Science, Sociology, Institute for the Study of New Orleans, Center for Environmental Communications, Donnelley Center; Institute for Quality and Equity in Education; Jesuit Social Research Institute; Lindy Boggs Literacy Center; Twomey Center

Other Academic Programs/Offices
   Director of the Honors Programs, Director of the Common Curriculum, Interdisciplinary Programs, and Summer School are housed out of the Office of the Provost. There is no clear home for continuing, non-traditional and part-time undergraduate students. Institutes and centers are housed in various parts of the university. Support systems and programs for all students may only be housed in one college, e.g. Writing Across the Curriculum Lab, Math Lab, and Language Lab are all housed in the College of Humanities and Natural Sciences.

CHALLENGES
   Lack of flexibility | Lack of support | Lack of identity for graduate programs | Lack of support and identity for continuing and non-traditional students | Duplicating efforts in different programs | Lack of investment in future programs | Lack of growth and creativity across Loyola community | Barriers to innovative collaborations and program development | Lack of transparency
IV. PROPOSED MODEL A: 5 COLLEGES + LIBRARY

1. College of Business

2. College of Graduate + Continuing Studies
   School of Nursing, Loyola Institute for Ministry, Division of Criminology and Justice,
   Division of Counseling, Division of Continuing Studies/Evening Programs

3. College of Law

4. College of Liberal Arts and Sciences
   Division of Liberal Arts, Division of Natural Sciences and Mathematics, Division of Social
   Sciences, Division of Interdisciplinary Studies (administrative only), Division of Honors
   Studies

5. College of Music, Media, and the Arts
   School of Music, School of Mass Communication, Division of Music Industry Studies,
   Division of Design, Division of Theater Arts and Dance, Division of Fine Arts
IV. PROPOSED MODEL B: 5 COLLEGES + LIBRARY

1. College of Business, Graduate + Continuing Studies
School of Business, Criminology and Justice, Counseling, School of Nursing, Loyola Institute for Ministry, Evening Programs, Summer School, Relevant Centers and Institutes

2. College of Communication, Design + Interactive Media
Design, School of Mass Communication, Music Industry Studies, *Computer Science*, Film, Interactive Media

3. College of Humanities + Sciences
Biological Sciences, Chemistry, English, History, Languages and Cultures, Mathematical Sciences, *Computer Science*, Philosophy, Political Science, Psychological Sciences, Religious Studies, Sociology, Honors Program, Common Curriculum Program, Interdisciplinary Programs, Relevant Centers and Institutes

4. College of Law

5. College of Music, Performing + Fine Arts
School of Music, Theatre Arts and Dance, Fine Art
IV. PROPOSED MODEL C: 2 COLLEGES + LIBRARY

1. Graduate College
   *Expanding horizons and raising expectations for the 21st century.*

School of Law, School of Ministry, School of Counseling, School of Criminology and Justice, School of Nursing, MBA Program, Affiliated Institutes and Centers

2. Undergraduate College
   *Educating the Whole Person to meet the challenges of the 21st Century*

Divisions/Communities/Schools based on shared interests and goals, encouraging collaborations and fostering new signature programs.

**Natural Science + Math:**
Biology, Chemistry, Mathematics, Physics, *Computer Science, Psychology*

**Business + Entrepreneurship:**
Finance, International Business, Accounting, Economics, Marketing, Management

**Humanities:**
English, History, Religious Studies, Philosophy, Languages and Cultures

**Communication, Music Industry + Design:**
Communication, Music Industry, Design, Film, *Computer Science*

**Music, Performing + Fine Arts:**
School of Music, Theatre and Dance, Studio Arts

**Social Sciences:**
Sociology, Criminology and Justice, Political Science

**Undergraduate College Houses the following:**
Director of the Common Curriculum
Director of the Honors Program
Teacher Certification Program
Part-time and Continuing Undergraduate Students
Summer School (Undergraduate)
Interdisciplinary Programs
Affiliated Institutes and Centers
V. Minority Report on behalf of the School of Mass Communication

While I appreciate the collaboration of the University Senate Ad Hoc Committee on Academic Structures and respect the committee’s task to recommend a new structure for the academic units of the entire University, I am obligated to express the unanimous opinion of my colleagues in the School of Mass Communication, according to our Sept. 3, 2013 vote, and confirmed in our April 8, 2014, faculty meeting.

Whereas we believe it is the purview of the Ad Hoc Committee to recommend an overall structure, the record should show that the SMC faculty agree that Loyola University New Orleans would be served best by an organizational structure in which the SMC, including graphic design, becomes a stand-alone unit.

To enhance Loyola’s academic reputation, The Loyola 2012 Plan called for “Program Accreditation and Certification for all programs where available/applicable to ensure state-of-the-art practices across professional programs.” The SMC is doing both—poised to become only the second Jesuit institution to have ACEJMC accreditation and the first Jesuit institution and first School of Mass Communication in Louisiana to have CEPR. Research shows that stand-alone schools of Journalism and Mass Communication represent the strongest schools in the country. Moreover, members of the site visit team for the Accrediting Council for Education in Journalism and Mass Communication and the site visit team for the Certification in Education for Public Relations recommended that the SMC become a stand-alone unit.

Even more important, based on the challenges Loyola currently faces, research reveals that when Schools of Journalism and Mass Communication become stand-alone units, the organization’s stature is enhanced along with increased recruitment of students.

As an independent unit, the SMC meets most, if not all, the criteria in the rubric the Ad Hoc Committee used during its deliberations. Primarily:

1. Aligns with the 2014 Strategic Planning Team Draft Statement

   **Create a learning-centered community**
   - dedicated to a high-quality, experiential, and values-based education
   - devoted to students’ discovery of their career and a life of service
   - infused by the cultures and traditions of New Orleans
   - rooted in the Jesuit and Catholic commitment to justice

The majority of SMC courses integrate experiential pedagogies that contributes to students’ discovery of their career and a life of service, capitalizes on New Orleans’
assets and challenges, and with the support of The Shawn M. Donnelley Center for Nonprofit Communication, internships and service learning courses, the SMC is rooted in a commitment to justice.

2. A stand-alone SMC highlights one of the University’s proven strengths for future growth. Solid assessment practices prove the quality of program inputs, processes and outcomes, including third-party endorsements of consistent national awards and recognition.

3. The SMC has an efficient administrative infrastructure (a Director, Student Services Coordinator and Administrative Assistant) already in place that would require no additional positions or funding. The School has a solid record of sound budgetary and fiscal responsibility and is a profit center for the University. The School boasts the second largest undergraduate population on campus.

4. The SMC sequences in journalism and strategic communication, along with the requirement for a minor, allows flexibility for students and opportunities for creative collaborations and crossovers across academic units and interdisciplinary programs. Recent curricula changes and additions of new minors in social media and environmental communication prove the SMC’s capacity for innovative programming and the ability to respond quickly and efficiently to changes in the marketplace. The SMC job placement is above the national average.

5. The SMC has the infrastructure to support the development of a graduate program, particularly since such a program existed pre-Pathways.

Respectfully submitted,

Cathy Rogers, Ph.D., Professor
VI. BEYOND THE RUBRIC: CHALLENGES TO LOYOLA’S FUTURE VISION

Ensure effective support for departments that offer graduate and undergraduate degree programs.

Provide effective academic support for all students -- graduate students, traditional full-time undergraduates, continuing and part-time undergraduate students, etc.

A major drawback of current and some proposed models is the absence of any explicit structures to support part-time (adult/working/non-traditional) students; while motivated and fully-funded students (like veterans) often thrive without much support, transfer, returning, and the older (25+) students (who are often struggling to put tuition together, one semester at a time) are often intimidated and confused by the university programs and need more personalized assistance to navigate a degree program across “communities” and colleges.

Incorporate student-life activities into the academic mission of the University.

Develop more efficient committee and governing structures of the University.

Commit to greater transparency in budgetary decisions of the University; include greater input from academic portion of the University in budgetary decisions; streamline processes for obtaining financial support for innovative new programs, fostering collaborations, etc.

Update and modernize methods of operations to increase efficiencies (SIS, LORA, purchasing and financial affairs processes, technological support, etc.)

Evaluate the role of various institutes and centers (over 30 by the committee’s count). What role do they play in the overall mission of the University? Incorporate them directly into appropriate academic units.

More effectively market what we are already doing well! Incorporate marketing more directly into the academic mission and academic life of the University.

Restructuring the colleges is not automatically going to create greater flexibility for students or faculty. Policy issues -- including budgeting, curricula, and administration -- that isolate departments, programs and colleges need to be addressed.

We need to address the fact that the College of Business remains isolated and inadequately integrated into the other college programs.

Despite the recent revisions to the Common Curriculum the Common Curriculum is still not common across colleges.
FACULTY HANDBOOK COMMITTEE REVISIONS
To: Kevin Wm. Wildes, S.J.
   President

From: Marc Manganaro
   Provost and Vice President for Academic Affairs

Date: April 24, 2014

Subject: Faculty Handbook Revisions for Board of Trustees Approval

On behalf of the University Senate and the University Faculty Handbook Revision Committee, I am submitting a request to the Board of Trustees for approval of revisions in the Faculty Handbook.

These revisions include:

- **Faculty Handbook Revision Committee**: This is a relatively small revision, which changes the membership so only tenured faculty may serve. It also stipulates that the chair and secretary of the committee must be members who are faculty.

- **Standing Committee on the Common Curriculum**: This revision changes language to incorporate the Director of the Common Curriculum position, adds a Library faculty representative to the voting membership, and stipulates that the faculty serving on the committee should be Ordinary.

- **University Conciliation Committee**: This revision contains fairly extensive changes to the "voting members" and "terms" section of the protocol. Primarily, it stipulates that all members should be tenured, allows for faculty from the College of Law and Library to serve on this committee and their college's rank and tenure committee at the same time, and it adds quite a bit of language regarding recusals.

- **University Campus Sustainability Committee**: This is a new protocol for a committee which has been operating on an ad hoc basis for a few years and should now be added to Chapter 17 in the Faculty Handbook.

The proposed revisions are attached. These revisions have been approved by the University Faculty Handbook Revision Committee, the University Senate, and reviewed by the university's Office of General Counsel.

These revisions will be presented as action items to the Academic and Student Affairs Committee of the Board and to the full Board.

Attachments
UNIVERSITY FACULTY HANDBOOK REVISION COMMITTEE

Chairperson: One of the faculty members elected by the University Senate, selected by the Committee

Secretary: One of the faculty members elected by the University Senate, selected by the Committee

Voting Members:
1. Three tenured members of the Ordinary Faculty elected by the members of the University Senate.
2. Three members of the University administration appointed by the President.

Terms:
Three-year staggered terms.

Purpose:
This Committee shall be responsible for negotiating such changes to the Faculty Handbook as are proposed to it under the provisions of Chapter 14.

Duties:
1. It shall determine whether the proposed changes lie within the purview of negotiation by the Committee.

2. It shall promptly distribute its findings and conclusions to the University Board of Trustees, the President, and the University Senate.

3. It shall assure that all of the provisions and limitations as set forth in Chapter 14 are duly met.

4. It shall meet at the call of the Chairperson.

5. The first meeting of the academic year shall be called by the Provost and Vice President for Academic Affairs no later than October 1 of each year.

6. It shall report to the President of the University and the University Senate.
STANDING COMMITTEE ON THE COMMON CURRICULUM

Chairperson: A member selected by the committee
Secretary: Appointed by the Provost

**Director of the Common Curriculum:** Appointed by the Provost, serves as the voting member representing his or her college or division according to the membership structure outlined below. The Director cannot serve as the Chairperson of the Committee.

Voting Members:
1. Two **faculty** Ordinary Faculty members from the Humanities divisional faculty of the College of Humanities and Natural Sciences
2. Two **faculty** Ordinary Faculty members from the Natural Sciences divisional faculty of the College of Humanities and Natural Sciences
3. Two **faculty** Ordinary Faculty members from the College of Social Sciences
4. One **faculty** Ordinary Faculty member from the College of Social Sciences representing the non-traditional/evening program from the College of Social Sciences
5. One **faculty** Ordinary Faculty member from the College of Music and Fine Arts
6. One **faculty** Ordinary Faculty member from the College of Business
7. One Ordinary Faculty member from the University Library

Non-voting Members:
1. Provost or designee
2. One faculty member from the Loyola Jesuit Community
3. One faculty member from the University Library
4. One representative from the Deans' Council
5. One Student Government Association representative
6. One representative from the First Year Seminar Program
7. One representative from the Deans' Council

Terms:
1. Faculty member terms are for three years, staggered and renewable, as determined by each college's protocols/elections.
2. **The Director of the Common Curriculum will be appointed by the Provost and serve a three-year, renewable term.**
3. **Student Government Association representative may be the Student Government Association President or appointed by the Student Government Association to serve an annual term (may be renewed).**
4. **First Year Seminar Program representative will come from the First Year Seminar Steering Committee, appointed by the Provost, and serve a three-year, renewable term.**
5. **Term of Deans' Council representative will be determined by the Deans' Council.**

Quorum:
The presence of six voting members constitutes a quorum for matters requiring committee approval or other official voting. In the absence of quorum, the membership present may still deliberate and discuss matters on the agenda for the official record. In cases where a quorum is met, motions require a simple majority of votes cast to be in favor of the motion.

Purpose:
This committee reviews Common Curriculum course proposals and provides oversight of the Common Curriculum. This committee is also responsible for conducting a formal, ongoing, and routine review and evaluation of the Common Curriculum.

Duties:
1. It shall serve as the review body for approval of all Common Curriculum course proposals; course approvals shall require a two-thirds vote by the SCCC for approval.
2. It shall, in collaboration with the Director of the Common Curriculum, provide oversight of the Common Curriculum program.
3. It shall evaluate the effectiveness of the Common Curriculum, as well as the effectiveness, composition, and processes of the SCCC, beginning three years after implementation and every five years thereafter, and report to the Provost, the Deans’ Council, the University Courses and Curriculum Committee, the Standing Council for Academic Planning, and the College faculty assemblies.
4. It shall serve as the review board for reconciliation of conflicting requirements with degree programs across all colleges and majors, including professional and continuing studies (non-traditional/evening) programs. Reconciliation of conflicting requirements must be approved by the University Courses and Curriculum Committee.
5. It shall ensure that the Common Curriculum embodies the Ignatian vision of education and values.
6. It shall revise, as necessary, criteria which govern Common Curriculum course approval, course evaluation, course development, and course implementation. Revisions to criteria must be approved by the University Courses and Curriculum Committee.
UNIVERSITY CONCILIATION COMMITTEE

Chairperson: A member selected by the Committee
Secretary: A member selected by the Committee

Voting Members:
1. Members of the Ordinary Tenured Member of the Faculty, one from each
   College of the University; and one from the University Library.
2. Members of the Ordinary Tenured Member of the Faculty, one from each
   College of the University, and one from the University Library, shall be
   designated alternates.
3. Members of Rank and Tenure Committees of the University or of any College,
   except the College of Law and the University Library, and all administrative
   officers of the University are ineligible for simultaneous membership on the
   Committee.
4. An alternate shall be selected to serve when a member is unavailable, or has
   been successfully challenged for cause, or is excused, or refuses himself or
   herself. All administrative officers of the University and departmental chairs are
   ineligible for membership on the Committee.

Terms:
1. The members and alternates shall be elected for three-year terms by a majority
   of those members of the Ordinary Faculty from each College who cast a vote.
2. Principal parties in a matter before the Committee may challenge any
   Committee member’s participation for cause. That member will be recused and
   replaced by an alternate. A faculty member(s) and the administrators concerned
   in a matter before the Committee may challenge any member for cause; a
   decision for recusal to be made by other members of the Committee.
3. Any member Members of the Committee may be excused to themselves
   from serving in a particular instance if contact with the persons or the issue
   involved would make put impartiality into question difficult.
4. In cases brought forward by or against faculty members from the College of
   Law or University Library, that college’s representative and alternate are
   presumptively recused, unless the Law or Library faculty members concerned
   waive that recusal, in writing, to the committee chair. A request under this
   provision cannot supersede recusals for cause.

Purpose:
This Committee shall make informal attempts to effect adjustment of grievance of any
faculty member.

1. This Committee shall conduct informal inquiry, in an attempt to effect an
adjustment in cases of dismissal for cause (see Chapter 9, Section C-2-b) of a faculty member with tenure or with a special or probationary appointment before the end of the specified term.

2. It shall review, upon written request of a faculty member, recommendation or decision against renewal of probationary appointment allegedly based on inadequate consideration in terms of relevant standards of the University. (See Chapter 4, Section G.)

3. It shall investigate and make informal inquiry into an allegation in writing by a faculty member on probationary or other non-tenured appointment that a decision not to reappoint him or her was based significantly on considerations violative of (a) academic freedom or of (b) policies on making reappointments without discrimination with respect to race, color, religion, sex, handicap, age or national origin. (See Chapter 1, Section E and Chapter 8, Section C.)

4. It shall review, upon written request of a faculty member or someone representing the faculty member, a decision to terminate an appointment with tenure, or a probationary or special appointment, before the end of the specified term for medical reasons. (See Chapter 9, Sections A-8 and D.)

5. It shall review, if the faculty member so requests, evidence for suspension for medical reasons. (See Chapter 9, Sections B and D.)

6. It shall render a judgment to appropriate University administrators concerning suspension of a faculty member because of alleged harm in the absence of a suspension. (See Chapter 9, Section B.)

7. It shall receive petitions for redress from any faculty member alleging cause for grievance in any matter. The Committee shall have the right to decide whether or not the facts merit a detailed investigation, but must investigate if a faculty member alleges violation of academic freedom or of policies against discrimination with respect to race, color, sex, handicap, age, or national origin. (See Chapter 1, Section E and Chapter 8, Sections C and D.)

8. It shall meet at the call of the Chairperson.

9. It shall report to the President of the University and to the University Senate.
UNIVERSITY CAMPUS SUSTAINABILITY COMMITTEE

Chairperson: A member selected by the Committee
Secretary: A member selected by the Committee

Voting members:
1. Six members of the full-time Faculty, elected by the University Senate for staggered three-year terms. At least one of these representatives must work primarily on the Broadway Campus.
2. A Student Affairs (food service) Representative
3. A Physical Plant Representative
4. The Chemical Hygiene Officer
5. A student representing Loyola Association of Students for Sustainability
6. A student appointed by SGA as Commissioner for Environmental and Sustainable Affairs
7. A student appointed by the Student Bar Association in collaboration with the Environmental Law Society.

Terms:
1. All faculty members serve three (3) year staggered terms.
2. Staff representatives serve as appointed by their agency head.
3. Students are appointed annually.

Purpose:
This Committee shall be responsible for evaluating, monitoring and making recommendations to the administration regarding issues associated with campus sustainability.

Duties:
1. It shall coordinate answering pertinent external surveys and questionnaires on campus sustainability.
2. It shall monitor and gather data on all campus sustainable operations and evaluate their effectiveness.
3. It shall oversee campus wide sustainability audits on a regular basis (at least once every five years).
4. It shall make recommendations for improvement of sustainable operations, through such vehicles as the Facilities Management Committee.
5. It shall communicate all issues pertaining to sustainability to the administration, faculty, staff, and students.
6. Where applicable, it shall oversee the implementation of sustainable actions on campus.
7. It shall report to the Provost and submit an annual report on its activities.