Dear Members of the Loyola University Community,

As you know in the 2008-2009 academic year we created *Loyola 2012* our strategic plan. The development of the plan included faculty, staff, students, and the Board of Trustees. A year ago, in May 2010, I gave the Board and the University community a one year report on the implementation of the plan. Today, I am happy to give a report on the second year of implementation. This report only looks at what we have accomplished this year.

I am personally pleased by this progress and I am very grateful to all the members of the University community for their hard work in the implementation process.

As we move forward I will ask the University Planning Team to monitor the process of implementation and begin to think about ongoing evaluation. The process of implementation and evaluation will lay the ground work for the next strategic plan.

Again, I want to thank everyone for their hard work in implementing *Loyola 2012*.

With prayers and best wishes,

Kevin Wm. Wildes, S.J., Ph.D.  
President

14 May 2011
Enhance Jesuit Values
This strategy will be implemented through the following action plans:

Jesuit Values: Center for Volunteer Service
With the establishment of a Center under Mission & Ministry, service (Community-based learning and volunteer learning) at Loyola will be raised to a higher profile and more fully integrated with academics and Jesuit values. There will be a renewed focus on quality, on reflection, and in coordinating Loyola’s outreach into the community. Service will be more accessible to students, faculty-staff and alumni and there will be more support for all service-related entities and organizations at Loyola. We will advocate for growth in the overall number of such academic and co-curricular service experiences available to students.

Mission and Ministry
1. Continued planning of new Center for Volunteer and Public Service (CVPS). This included dialogue with community partners as well as Loyola faculty/staff/students to assess needs and resources; fundraising activity; exploration of transportation needs and data collection; and investigation of partnerships. Also included planning of future collaboration with Office of Service-Learning, LUCAP and other service organizations.
2. Created additional focus on sustainability by broadening the area of expertise of Associate Chaplain Josh Daly, who now has responsibility for Faith, Justice and Sustainability at Loyola University, while continuing to serve as advisor to LUCAP. This includes a new developmental plan for student engagement in community service.
3. Increased Ignacio Volunteer domestic immersion programs: New programs include Bayou Immersion over spring break for wetlands reclamation efforts in Louisiana (2010 and 2011) and the El Paso Experience in May along the Texas/Mexico border (2010) [now put on hold due to security/risk assessment for our volunteers on Mexico/Texas border.]
4. Increased Ignacio Volunteer programs: a 35 percent increase from 2009 to Jamaica/Belize in 2011-2012. New programs: Belize Winter Camp (2009 and 2010) and a Jamaica Christmas Camp (2011); New Belize Faculty/Staff Experience (May 2011), with 12 faculty/staff, is being facilitated by Loyola Institute of Ministry Director Dr. Tom Ryan.
5. Increased Ignacio Volunteer applications (over 40 percent over three years), and greater student involvement in leadership/decision-making, including the establishment of a new Ignacio Volunteer Executive Board (E-Board). New IgVol Manual being created.
6. Began a new collaboration with the School of Nursing (SON) which brought SON faculty Dr. Adrienne Bethancourt to Kingston, Jamaica to work with children with special needs. Dialogue has begun for an M&M/SON collaboration to allow for an expansion to SON graduate students (December 2011), faculty and professional health care alumni.
6. Played an administrative and collaborative role with the successful awarding of the *Carnegie Classification in Civic Engagement*, working with the Office of the Provost, Service-Learning, and Student Affairs to oversee Loyola’s application.

**Jesuit Values: Orientation and Formation in Jesuit Values**

*Through Mission & Ministry’s collaboration with each office on campus, orientation and formation programs on Jesuit values will be offered across the university. This includes components for the Board of Trustees, for faculty and staff, for students, and for alumni and parents.*

**Mission and Ministry**

1. Establishment of the *Tom Benson Jesuit Center*, with the renovation of the old library, was made possible through a major gift from New Orleans Saints owner Tom Benson (October 2010). This renovated building will be a new physical focal point of Jesuit/Catholic mission activity on the campus. The architectural firm of Holly & Smith has been chosen.

2. Dr. Ricardo Marquez from the Jesuit university in Caracas, Venezuela, was hired as Assistant Director of the Jesuit Center for Faculty/Staff Development to initiate conversations/programs for faculty and staff relating to the school’s Jesuit & Catholic mission.

3. Increased collaboration with Student Affairs, Human Resources, and the Women’s Resource Center (WRC) on wellness activities, including workshops on Ignatian techniques to remain spiritually healthy at the Staff Conference Day, and an interfaith service day in conjunction with the WRC “Love Your Body Week” (March 2011).

4. Expanded involvement of faculty/staff in national Jesuit/AJCU programs: including 12 attending *Heartland Delta/Cincinnati* [May 2010] and 15 faculty, staff and senior administrators are participating in national Jesuit programs in 2010-2012, including the *Ignatian Colleagues* program (4), *AJCU Leadership Conference* (8), to *Heartland Delta Faculty Conversations* (5) and a new Catholic intellectual initiative called *Collegium* (2).

5. Expanded Jesuit speakers on campus, and began collaboration with Student Affairs with a Jesuit Speaker series. Recent speakers include Jesuits Mark Mossa, S.J.; Mark Thibodeaux, S.J.; T. Frank Kennedy, S.J. and Paul Soukup, S.J.

6. Expanded Jesuit/Catholic component in faculty and staff orientations. This includes Fred Kammer, S.J. assisting in a faculty workshop for the planning of the First-Year seminars, required of all new freshmen. University Ministry (UM) is also collaborating with the Office of Co-Curricular Programming to incorporate a welcome Mass into all summer orientation sessions and will provide workshop sessions for the *Student Leader Initiative* day of training.

7. Implemented conversations and workshops at the Faculty Academy on the importance of mission and identity and on Ignatian pedagogy. Published a new pamphlet (fall 2010) on Ignatian pedagogy, with faculty contributions, edited by faculty Dr. Kate Lawrence. Assisted in The Center for Faculty Innovation Advisory Committee preparing the Faculty Mentoring Program.
9. Facilitated Jesuit Values sessions for student leaders (Ambassador and Residence Life staff).
10. Initiating Ignatian Pilgrimage to Spain [Summer 2012] for faculty, staff, and Board of Trustees.
11. Initiated and continuing to expand individual spiritual offerings for faculty/staff including Advent Day of Recollection/ Lenten Retreat in Daily Life & Directed Retreat at Center/Grand Coteau, [2010]. A new Ignatian Silent Retreat for faculty, staff and alumni took place in January 2011 with 28 participants and 12 faculty/staff and Jesuits serving as speakers and spiritual directors.
12. Facilitating a new developmental student Retreat Program, led by UM Assistant Director Laura Quigley. This includes a new Freshman Retreat (fall 2010) with 24 participants, and the Emmaus Retreat, step three of the retreat developmental model (January 2011) which had 17 student participants and 7 staff directors, and the annual Senior Retreat (February 2011). The Awakening retreat, Loyola’s largest, (twice each year) involves an average of almost 100 students each retreat.
13. Continued growth in Christian Life Communities (CLCs), which now has over 50 participants in eight currently established CLC’s. Loyola received a grant from the national CLC office to train facilitators to provide post-graduate CLC’s for local alumni and young adults in the Archdiocese of New Orleans.
14. New music and liturgy programs were developed include the study of the US Bishops’ documents on liturgy to prepare the university community in its implementation of the new Roman Missal (in Advent 2011).
15. Expanded Interfaith Ministry and hired graduate intern, Sam Bradley. This includes the establishment of a student Interfaith Advisory Council and an increase in events, such as Sixty-nine participants in a new Hare Krishna discussion/meal (February 2011). Collaborative events are being planned with the newly constructed Hillel Center near campus.
16. Expanded mission work in professional schools with Loyola Law School’s ‘Center for Volunteer and Public Values,’ which now has a Law and Poverty requirement for graduation.
17. Increased interaction with the Archbishop of New Orleans, including Archbishop Aymond hosting New Orleans-area Catholic campus ministry directors from Loyola, Tulane, Xavier, Holy Cross and UNO at his home (February 2011), and the Archbishop informally dining with students and visiting Compass meeting (fall 2010), hosting over 100 students/faculty/staff of the College of Law at his home (February 2011) for a prayer service/discussion, facilitating confirmation (April 2011) and attending Loyola’s graduation (May 2011).

Enrollment Management
19. Enrollment Management continued to increase need-based funding slightly, while slightly reducing merit scholarships. This has allowed us to extend the mission by serving better each year students with high financial need. This also increases each student’s odds of persistence and graduation.
Institutional Advancement

20. Institutional Advancement (IA) solicited and gained support (via one of largest single gifts in university history) for the new Tom Benson Jesuit Center.

21. To address the need for the university to gain broader support for Loyola’s Jesuit programs, Alumni Relations created a new position (filled in February 2011) that focuses in part on marketing and fundraising for Jesuit programs at the university. This will help create broad-based community awareness of and engagement with the mission and ministry efforts of the university.

22. Prior work with the late Rev. Stephen Duffy, and later work with Academic Affairs, led to the establishment of the Duffy Chair in Catholic Studies, for which a national search has been initiated.

23. IA solicited and procured financial support for the Loyola Institute for Ministry in a variety of areas, including Spanish-language educational programs and outreach work in Africa.


25. Top website homepage stories and news items regularly focus on those concerning our Jesuit identity.

26. Along with Jesuit, Catholic imagery, Marketing and Communications uses key messages in external communications whenever appropriate. These concise phrases reinforce the key messages we send about Loyola, reflecting Loyola’s values:
   - Loyola produces citizens of the world.
   - Jesuits were brave enough to shape a new city. Our students are bold enough to create a better world.
   - The world is our classroom, but New Orleans is our home.
   - Thinking Critically, Acting Justly
   - Developing men and women for others
   - Preparing students to be active participants on a global stage
   - The world is our blackboard (admissions and student recruitment only)

27. The Alumni Association partnered with the Office of Mission and Ministry to host the annual Alumni Memorial Mass on All Souls Day to remember the deceased alumni, parents and friends of the university.

28. Co-hosted the 10th annual Wolves on the Prowl, Loyola’s national day of community service with the Student Government Association on Saturday, November 6, 2010, with over 384 volunteers servicing 13 sites in the Greater New Orleans area. Of Loyola’s 26 alumni chapters, 17 participated for an estimated additional attendance of 109 alumni, parents and friends.

29. Promoted the Ignacio Volunteer Immersion trips to alumni. Four alumni participated in last year’s trip to Jamaica.

30. Re-instated the Ignatian Spirituality Committee of the Alumni Association Board of Directors to promote to and program for the alumni community. Fr. Ted Dziak, S.J., will assist the alumni association by serving as the special university guest for Jesuit/Ignatian Spirituality centric chapter events in Austin and Boston.
31. Promoted, in conjunction with University Ministry, the Ignatian Silent Retreat held January 7-9, 2011, for faculty, staff, and alumni. The retreat sold out in record time.
   - The Alumni Association Ignatian Spirituality Committee is in the process of planning an All Alumni Silent Retreat. The retreat will be held this May in Grand Coteau, LA. The Rev. Jerry Fagin, S.J. will lead the retreat.
   - The Alumni Association Ignatian Spirituality Committee will begin to hold alumni retreats during summer/fall due to overloaded schedules of attendees in the spring.
32. In an effort to further infuse Ignatian Spirituality into everything we do, Fr. Jerry Fagin, S.J., and Fr. Ted Dziak, S.J., were invited to provide the opening reflections at past Alumni Association Board of Directors Orientations.
33. Fr. Tom Green, S.J., led the Alumni Association chapter presidents in a very condensed Examen and Ignatian Spirituality.
34. As a thank you for their many years of service to the alumni association, the Past Presidents of the Alumni Association were invited to the Past President’s Reception and given signed copies of Fr. Jerry Fagin’s newest book.
35. Fr. Dziak gave a university update at a well-attended Northshore Alumni Reception.
36. The Young Alumni Pack hosted two Young Alumni Masses.
37. The Alumni Association co-sponsored with the Office of Mission and Ministry the annual Lenten series, which was free and open to the public – Sacred Words, Sacred Music.
   - The series kicked off the Lenten season with its first Wednesday night event on March 16.
   - The final Lenten lecture, “Blocked, Restricted, Unavailable: Is God on Your Contact List?” was presented by Fr. Mark Mossa, S.J. on Wednesday, April 13.
38. Office of Mission and Ministry and the Alumni Association worked together to hold alumni Masses at neighborhood parish churches.

Jesuit Values: Faculty Support
There will be renewed support for faculty to assist them to find expression of the University’s Jesuit/Catholic mission and identity in academic programming. Specific steps include new faculty orientation and faculty support through orientation and workshops to assist in the development of Jesuit mission-related components in courses and in majors; working with deans and faculty to implement programming that explicitly advances Jesuit values, and links mission and identity appropriate to each college.

Mission and Ministry and Academic Affairs
1. Increased programs, workshops and activities for faculty/ staff. In 2010-2011, 12 activities involving over 200 participants have been held. These ranged from pastorally-focused activities (“Vitamins for the Soul”) to academically-focused sessions on the core curriculum, Conversations magazine and Catholic and Jesuit values in the School of Nursing.
2. The Center for Faculty Innovation collaborated with the Jesuit Center to sponsor New Faculty Orientation, with presentations on Loyola’s Jesuit/Catholic identity.

3. The Center for Faculty Innovation offered 15 workshops focusing on Ignatian Pedagogy and on key Jesuit values—critical thinking, service to others, social justice—to help faculty incorporate the Ignatian vision of education into the curriculum, the syllabus, and the classroom.

4. The Center also sponsored, for the fourth year, the Faculty Academy, which trains faculty to enhance the teaching of the Jesuit values, “thinking critically, acting justly,” into first-year seminars of the Common Curriculum. Seventeen faculty participated, bringing the total number of faculty trained in the Academy since its inception to 73.

5. Faculty developing online courses received training in the CADE method, the process created by Jesuit Net to incorporate Ignatian pedagogy into online instruction. This model promotes critical thinking, writing, and high levels of faculty/student and student/student interaction to facilitate reflection on values as well as academic subject matter. Thirty-nine faculty participated in a semester-long workshop; in addition, numerous one-on-one consultations occurred throughout the year with a CADE-trained instructional designer.

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Jesuit Values: Collaboration with Jesuit Network

*Building on the vast world-wide network of Jesuit educational institutions, there will be initiatives to expand academic and non-academic collaborations with Jesuit colleges and universities across the U.S. and world-wide. Unique collaborative and cooperative programs and initiatives will be developed between Loyola and other Jesuit schools.*

Mission and Ministry

1. Began collaborative relationship with Center for International Education (CIE) and the Center for Caribbean and Latin American Studies to develop pilot projects to outreach to Jesuit institutions in Central and South America.

2. Dialogue begun with Dr. Ricardo Marquez and the AJCU to allow him to assist in the establishment of more communication between the 28 Jesuit universities in the U.S. and the 22 colleges in Latin America.

3. Hosted three Columbian Jesuits from the *Javeriana University of Bogota, Colombia.* (April 2011), who came to the U.S. to learn best practices in the area of mission, identity, faculty and staff development and social responsibility. Future collaboration is being explored.


5. Initiated dialogue with the Missouri and Belize Jesuits to explore new collaborative possibilities with Belize, including expanding LIMEX and new faculty/staff initiatives.

6. Began exploring expansion of our Ignacio Volunteer international immersion trips into other countries, such as Honduras, Haiti and Columbia in the near future.
7. Initiated an Ignacio Volunteer scholarship, supporting a graduate, Chris Knibbs, of the Jesuit high school in Jamaica. (Chris is now on full-scholarship with Mission and Ministry supporting his room and board.) Initiated a new scholarship to a Mayan young man, Samuel Pop, in Toledo district, Belize to attend junior college to receive teaching credentials to teach in his Mayan village primary school.

Academic Affairs
8. Kelly Brotzman, Director of the Office of Service Learning, and Lydia Voigt, Senior Vice Provost, will lead a session on “Measure What You Treasure” at the annual meeting of the AJCU Service Learning Directors at Marquette University this summer (June 2011).
9. The Vice Provost for Information Technology is actively involved with the AJCU Council on Information Technology Management (CITM) and chairs its Shared Services Subcommittee.
10. The Director for Computer and Network Services serves on CITM subcommittees.

Improve Student Retention
Our strategy to improve student retention will be implemented through the following action plans:

First-Year Experience
Develop and implement a fully integrated First-Year Experience program grounded in academic first-year seminars and supported by learning communities – both residential and non-residential through Student Affairs and linkages with the Office of Mission and Ministry.

Academic Affairs
1. First-Year Experience Program was fully implemented fall 2010; Academic Affairs implemented 39 first-year seminars (20 in fall semester; 19 in spring). All first-year students were enrolled in seminars.
2. Academic Affairs collaborated with Student Affairs to implement learning clusters for students enrolled in fall 2010 seminars. Co-curricular programming continues in spring 2011.
3. The book, *A Confederacy of Dunces* was chosen as the Common Reading text for all incoming first-year students fall 2010; essay contest conducted over summer 2010; faculty/student discussions held during orientation; staged reading from Confederacy with John “Spud” McConnell. The book was also adopted in a number of first-year courses.
4. Short stories by Loyola’s Robert Hunter Distinguished Professor John Biguenet chosen as the Common Reading text for all incoming first-year students, fall 2011. “Evening with the Author” event scheduled for first week of classes followed by student discussion.
6. Faculty Academy implemented February – May 2011; collaboration with Jesuit Center to bring Ignatian vision into design of first-year seminars.

**Student Affairs**
7. The First-Year Experience and Students in Transition program received national recognition from the National Resource Center as a model integrated university-wide first year program.
8. Significant refurbishments of Residential Hall lobbies in Cabra, Carrollton, Biever, and Buddig Halls completed, fall 2010.
9. La Divina at Loyola (Carrolton Hall build-out) opened, fall 2010.
10. Co-Curricular Programs partnered with faculty to offer over ten campus and community programs to support learning in the first year seminars.

**Enhance the Athletic Program**
*Provide an intercollegiate athletic program that has a regional reputation and supports the Jesuit mission of development of the whole person through participation in teams, teamwork, and sportsmanship by increasing the number of intercollegiate athletic sports in which student-athletes may be recruited and participate.*

**Student Affairs**
1. Became a member of the Southern States Athletic Conference, fall 2010.
2. Added Men’s Tennis in spring 2011, bringing the number of athletic programs to twelve.
3. Increased student athlete participation by 40 percent since 2008.
4. Under the Champions of Character leadership program, over 78 student athletes and coaches participated in volunteer service projects.

**Institutional Advancement**
5. In pursuit of the sub-goal of enhancing Wolfpack athletics programs, there is a new position in alumni relations that will focus on marketing and fundraising for athletic programs at the university.

**Student-Parent Engagement and Communications**
*Introduce a full program for engaging students who are at a higher risk not to persist at Loyola. It will include a special communication flow to them and their parents, faculty engagement, and an assessment of academic advising.*

**Enrollment Management**
1. Our student success/retention position is rare. We have one person (Liz Rainey) fully focused on the retention of our students. This position has allowed us to do more in the area of retention.
2. We have had early successes, moving first to second year retention from 73 percent to 80 percent; and then from 80 percent to 82 percent. Currently, we are building a foundation for long-term achievement in this area.

3. We are also focusing on graduation rates and, through the Executive Success committee and in consultation with the colleges, are working to identify, mentor, and assist at-risk students.

4. The gradual shift toward more need-based funding in our financial aid strategy will support the graduation chances of our neediest students.

5. All retention strategies loop back to our admissions work as we work to recruit increasingly “retainable” classes.

6. We are working to increase academic early warning participation and seeking support in encouraging successful September starts for all students.

7. Continued to communicate with parents to inform them and to garner their support in helping us with their students’ first year transitions.

8. Implementing a new summer communication flow to rising sophomores to keep students connected to Loyola.

9. Partnered with the Alumni Affairs office to open scholarship opportunities to younger students to meet financial balances and enhance persistence to graduation.

10. Created a peer mentoring group of 20 first year students and three juniors, who will help mentor a new group of first year students this fall 2011.

**Institutional Advancement**

11. Institutional Advancement led a complete analysis and reorganization of our development efforts with parents, resulting in an improved identification process for parents we believe can be leaders in our work to engage parents with the university.

12. Alumni Association President-elect Amy Sins participated in the SophoMORE Initiative’s Discernment Lunch, where she spoke about the impact of Loyola on her career choice and encouraged students to explore all of their career options.

13. The Alumni Association Joint Career Networking Committee worked very closely with the Office of Career Development to create student centric career networking programs and opportunities.
   - Two such programs are DINeWOrleans, an alumni-student dinner series that occurs once per semester for students in the College of Humanities and Natural Sciences; and
   - Speed Networking for students in the College of Business. A DINeWOrleans event was held in April 2011.

14. The Alumni Association Scholarship Committee awards the Legacy Scholarship each year from funds raised through the Bank of America credit card royalties in an effort to retain legacy students and assist with costs. This year, the committee awarded $26,000 in scholarships to 23 current students.
iLive (Ignatius Loyola Institute for Values Education)

The Institute will serve as a springboard for best practices in preparing students for civic-minded lives of purpose. To this end, the Institute would encompass first-year, sophomore, and capstone experiences; learning communities; wellness initiatives (substance abuse prevention & decision-making); student leadership; honor code; civic engagement (service learning & community service); and spirituality.

Student Affairs

1. The Office of Student Affairs was awarded the 2011 Ignatian Medal for Outstanding Campus Program for iLIVE by the Jesuit Association of Student Personnel Administrators (JASPA).
2. Over 1,000 students actively participated in programs in 2010 – 2011.
3. National speakers on leadership, films discussing social issues, and Jesuit speakers were brought to students through the leadSTRONG program in fall 2010.
4. Implemented the Student Leader Initiative conference, service and leadership awards, leadership workshops, capstone experience, and advisor development.
5. Emerging Leaders, a six week leadership program was implemented in fall 2010. In 2011 – 2012 the program will expand to eight weeks and be offered twice during the year.
6. Increased recognized student organizations, resulting in a 30 percent increase in student participation.
7. In 2011 – 2012, Omicron Delta Kappa, a national leadership honorary, will be chartered.
8. Introduced a strategic, three phase plan of leadership activities for the Cardoner Program to provide a developmental approach to leadership education.
9. The number of participants in the Cardoner Program increased to sixty. The Cardoner Program will reach the goal of having four classes of Cardoner students in 2011 – 2012.
10. Enhanced programs to engage commuters in campus life. Commuter needs continue to be addressed through the development of a Commuter Student Association.
11. In spring 2011, implemented the Loyola Sexual Assault Advocates initiative to train students, staff, and faculty to respond to victims in the aftermath of a sexual assault. Forty-one Loyola community members attended the first training. A website and other marketing tools were established for students to access contact information for an advocate.
12. The SophoMORE Initiative presented a sophomore only leadership track during the Student Affairs Leadership Conference and hosted three vocational discernment lunches in spring 2011.
13. Participated in a pilot study with Noel Levitz regarding attitudes of second-year students. Data from the study will inform plans for the SophoMORE Initiative in 2011 – 2012.
Academic Success Center
Create an Academic Success Center with services designed to help all students succeed academically, take full advantage of curricular options such as internships and directed research, obtain on-time graduation, and secure post graduate employment or graduate school admission.

The initiative to create an academic success center is being reframed in light of work being conducted by enrollment management and academic affairs.

Enhance Reputation and Stature
Our strategy to increase the reputation and stature of the university will be implemented through the following action plans:

Enrollment Management
1. Enrollment Management has continued to grow demand for a Loyola undergraduate education. Applications have been at record levels each of the last three years, as fall 2011 application activity is 20 percent better than last year. Visits to campus are up more than 15 percent as well.
2. We expect to enroll 850 first year students and another 125 transfers, thereby supporting the budget to fund the continuance of the master plan.
3. We have reduced the discount rate for our entering classes over the last three years, moving from 55 percent in 2008 to a projected 49 percent in 2011.
4. During that time, we have increased need-based funding slightly (while slightly reducing merit scholarships). This has allowed us to extend the mission to a large group of students each year and increase the odds of their persistence to graduation.
5. We have expanded athletic recruitment and funded more athletic scholarships as a means of increasing enrollment and retention.
6. We have increased international recruitment in the spirit of the increased internationalization of the university.
7. Ascending demand increases the university’s reputation. Over the long-term, larger classes expands our base of constituents and opportunities to grow giving efforts. Increasing demand always has the effect of growing the value of the degree.
8. Numerous admissions staff and financial aid participate in conference presentations locally, regionally, nationally, and internationally to grow our reputation every year. And, our enrollment management office will be presenting at the Association of Jesuit College and Universities’ annual leadership conference in summer 2011.
Enhance the Common Curriculum
A revised and enhanced Common Curriculum will be implemented. The new core curriculum builds on the current Common Curriculum, including discipline-specific courses in a wide variety of areas and a series of seminars that are intended to cross traditional disciplinary boundaries, in the process providing students with a broadly liberal education rooted in Jesuit values.

Academic Affairs
1. On December 14, 2010, the Standing Council for Academic Planning approved the revised Common Curriculum. This new curriculum will be implemented in a five-year, multi-phased plan and schedule. The First-Year Seminar, which is part of the first phase of the Implementation Plan, was successfully implemented in fall 2010. Curricular development and preparation is in progress for the second phase of implementation. The introductory and upper-level courses of the new common curriculum will be officially implemented in fall 2012.
2. The Center for Faculty Innovation is hosted spring workshops in critical thinking pedagogies for faculty creating new common curriculum courses

Faculty-Student Undergraduate Research
Fund and support faculty-student collaborative research/scholarship projects across colleges and across disciplines for both undergraduate and graduate students.

Academic Affairs
1. The Undergraduate Collaborative Scholarship Group (UCS), comprised of faculty members from across colleges and disciplines, has been meeting since spring 2009 to consider ways to support the development/enhancement of undergraduate collaborative scholarship at the university (the UCS has recommended separating undergraduate research from graduate research. Currently graduate research is the focus of the Graduate Council, while undergraduate collaborative scholarship is the focus of UCS). Several UCS group sponsored initiatives have been implemented (e.g., the group organized two UG Collaborative Scholarship poster session, one in December 2010 and another in April 2011 for the President’s Open House – each session displaying over a dozen posters representing the natural sciences, social sciences, and humanities.
2. The group also conducted a SWOT analysis in fall 2010 and has identified key strategies and goals as well as areas, which need to be addressed. One of the short term initiatives of the group is to coordinate a campus-wide week of undergraduate scholarly presentations and celebration of student-faculty accomplishments; in future years the group hopes this will become part of an annual campus conference featuring many research/scholarship/ artistic performance sessions. A long term initiative is to establish a Center for Undergraduate Collaborative Scholarship. Among the main areas of concern is funding to support faculty/student projects and to support campus-wide as well as departmental activities.
Enhance Academic Programs
Undergraduate and graduate programs will be strengthened and developed through the following initiatives:

Graduate Education
Enhance the development of Graduate Education during the next six years through new interdisciplinary programs, online delivery, and satellite locations.

1. The Graduate Council (GC) instituted several new activities designed to bring positive attention to Loyola’s Graduate Programs: (1) An annual Graduate Student Research Poster Session; and (2) Two Graduate Program Open Houses. The GC is also implementing an enhanced graduate student data and communication management system (Intelliworks), which is planned for completion in fall 2011. During the spring 2011 semester, the GC revised and developed policies addressing infrastructure issues. The GC is also implemented a graduate student satisfaction inventory (Noel-Levitz’ Adult Priorities Survey), which was administered for the first time in April 2011.

2. The Office of Enrollment Management worked with graduate and professional programs on their marketing plans and long term budget goals, and are working with them to grow demand.

Online Program Technology
Develop programs using innovative technology, such as online instruction through the Blackboard online course management system, streaming media, web and video conferencing, and interactive classrooms that will increase student enrollment and retention and national interest in the university.

1. Loyola continuously enhances its Blackboard Learning Management System by:
   - Installing new releases of the system as available
   - Incorporating new features into online classes such as Wiki’s and Enhanced Discussion Boards

2. Provided robust streaming media facility for online course related materials.

3. The Online Education Task Force recommended a support structure for Loyola’s online course and program development through centralization of key services.

Interdisciplinary Programs
Enhance existing distinctive programs and those which demonstrate unique market advantages; develop new programs and strengthen existing programs that are distinctive in subject matter and that are cross-disciplinary, inter-departmental, and inter-college programs based on subject matter upon which no other University competes, and house interdisciplinary studies and other cross-college programs in a centralized location.

1. The directors of interdisciplinary minors focused on solving common problems (e.g., addressing directors’ concerns regarding access to advisees on LORA, receipt of updates
Program Accreditation and Certification

Explore program accreditation/certification for all programs where available/applicable to ensure state-of-the-art practices across professional programs.

1. The Carnegie Foundation for the Advancement of Teaching awarded Loyola University New Orleans its Community Engagement Classification, recognizing the university’s long tradition of partnering with and reaching out to its wider community. According to Carnegie, this honor confirms that Loyola is among the nation’s leading higher education institutions that engage with and contribute to important community agendas. All colleges and universities were invited to apply for Carnegie’s Community Engagement Classification in 2010. Loyola is one of only 115 academic institutions nationwide to receive the classification this year, and one of 311 since Carnegie introduced the elective classification in 2006.

2. Three programs are in various stages of seeking accreditation from relevant agencies:
   - The School of Mass Communication completed a pre-site visit by representatives from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which is the agency responsible for the evaluation of professional journalism and mass communications programs in colleges and universities. The review team presented a set of recommendations intended to address the requirements for compliance with each ACEJMC standard.
   - The School of Nursing has applied for accreditation for its Doctor of Nursing Practice program by the Commission on Certification for Nursing Education (CCNE). The site visit will take place in November 2011.
   - The Department of Chemistry is in the final stages of preparing to receive accreditation for its forensic science program by the Forensic Science Education Programs Accreditation Commission (FEPAC).

3. Loyola is also preparing its five-year compliance report for the Southern Association of Colleges and Universities (SACS), the university’s accrediting agency. In this report, due to SACS in March 2012, we will document the university’s compliance with 14 requirement designated by SACS that focus on assessment and institutional effectiveness.
**Internationalization of the University**

*Increasing the number of Loyola students who graduate with a study abroad experience.**

Internationalization will be part of the university culture with study abroad integrated into every major, with faculty working with colleagues abroad, doing research, and developing new study abroad programs, and with a diverse population of international students.

1. Loyola Intensive English Program (LIEP)

   LIEP began with nine students in the Pilot program in fall 2009 and continues to expand, bringing a diverse group of students to the university who would not have studied here without this program. For the first time we have been able to admit six Chinese students to Loyola through LIEP. Additionally, the program fulfills a real need in post Katrina New Orleans for language training. As a result of this need and the work of the admissions office, the program has more students then we had anticipated and several of these students who had not considered Loyola’s academic programs are now considering enrolling in degree programs at Loyola.

   - fall semester 2009 – nine Pilot students
   - fall 2010 – 15 students in LIEP and Pilot Courses
   - spring 2011 – 19 students in LIEP and Pilot Courses

2. International Students and the on-campus environment

   There was a 24 percent increase in the number of international students from fall 2009 (88 students) to fall 2010 (115 students). The increase was due primarily to LIEP and an increase in the number of exchange students from our growing number of partners and ISEP (International Student Exchange Program).

   Across the campus, there are more activities sponsored by programs and departments that create an international awareness. Below are just a few programs sponsored by the Center for International Education (CIE):

   - The Half the Sky initiative was a read-a-thon (fundraiser) and educational program put together jointly between CIE, the Women’s Resource Center and University Mission and Ministry that included a speech by one of the co-authors of the book, Sheryl WuDunn, a read-a-thon/fundraiser for a microfinance organization in Haiti, book discussions and a Haiti celebration during international week (education and inspiration through music, poetry, photography and Fonkoze coming from Haiti). The initiative served to educate and engage Loyola students, faculty and staff concerning international issues and at the same time created opportunities for interaction and between students, faculty and staff both in and out of the classroom.

   - The Country Fair continues to grow in popularity and participation. This free event showcases Loyola's diverse international community and gives students, faculty, and staff the opportunity to spend the afternoon "traveling" the world. At the Fair, Loyola's international students as well as U.S. Americans set up tables where they showcase a variety of items. (flags, pictures, native clothing, artifacts, etc.) and food from their home countries. In fall 2010, year we had our biggest fair in terms of attendance and number of countries represented.
3. Study Abroad

New study abroad programs approved in AY 2010-2011:
- A program for honors students at the University of Glasgow.
- New University-wide Exchange Programs
  - Massey University and the New Zealand School of Music in New Zealand
  - National University of Ireland in Maynooth, Ireland
  - Yeditepe University in Istanbul, Turkey
  - Koç University in Istanbul, Turkey

Loyola students studying abroad:
- 30 percent of Loyola undergraduate students graduate with an academic experience abroad and the numbers continue to increase.
- The number of undergraduate students studying for a semester or year increased by more than 80 percent between 2009/2010 and 2010/2011.
- In 2009/2010 we sent 9 students to programs with ISEP, in 2010/2011, we sent 24 students to ISEP institutions.
- 66 students are studying abroad during the 2010/2011 academic year in 30 different countries.

4. Faculty Abroad

- Two faculty have Fulbright Awards to India and Bolivia
- A faculty member from HUNS is teaching in the Abbey Program in Pontlevoy, France
- The College of Humanities and Natural Sciences is exploring ways to connect science faculty with partner institutions.

External Reputation

The external reputation of the university will increase through the following initiatives:

Rankings in U.S. News and World Report

Significantly improve ranking in U.S. News & World Report’s Masters Universities in the South over next six years through enhancement and promotion of reputation and stature of the University.

Academic Affairs

1. Service Learning made the list of programs to watch in the 2010 publication of the Best Colleges and Universities.
2. Loyola’s School of Nursing made the list of the nation’s largest graduate programs in Nursing.
3. In the 2011 publication of U.S. News and World Report edition of Best Graduate Programs/Schools, Loyola placed a full-page ad describing our graduate programs.
Loyola 2012: The University Strategic Plan  
Implementation Update 2010-2011

4. Working with Institutional Advancement, the first annual Provost’s Report highlighting faculty academic accomplishments was published and mailed to rankers in March 2011.

Institutional Advancement

5. The Marketing and Publications staff worked strategically to send high-quality publications about Loyola to the university’s key benefactors and volunteers across the country.

6. A result of the *U.S. News & World Report*’s Peer Perception direct marketing campaign in 2010 was a point increase in the Peer Perception category from 3.4 to 3.5, and the inclusion for the first time in its national Service Learning universities listing.

7. *U.S. News & World Report*’s Peer Perception direct marketing campaign was implemented with specific publications scheduled for each month. Beginning in August 2010, 10 publications were mailed to the voting members at each institution in our category, two full page ads ran in the U.S. News & World Report’s Educational issues (September and March) and Monthly Achievement emails were dispersed the first week of the month (November and April).

8. As part of the *U.S. News & World Report* strategy, the Office of Marketing and Communications is increasing the awareness of Loyola’s advancement and expertise in Service Learning. Since August 2010, nine direct marketing pieces have highlighted our service learning programs and the impact our students have on our local community and the community abroad.

9. Our reputation and stature is integral to the equity of the Loyola degree. As a result of the feedback from an alumni communications survey, administered in early summer 2010, we continue to solicit feedback from and communicate to alumni how their diplomas are increasing in equity:
   - Via Facebook, we regularly post the accomplishments of Loyola alumni and the accolades won by the university and its faculty and students, showing degree equity.
   - Alumni and faculty news is regularly promoted to LOYNO community and media.
   - Introduce launch of phonathon campaign using social media and video.
   - “We Are Loyola,” print and online spotlights of the men and women who comprise Loyola.

Alumni Giving

*Increasing alumni participation in the Annual Fund is essential both to fund University programs and to increase the U.S. News ranking of the University. Enhancing the methods of solicitation currently employed, increasing the number and specificity of solicitation, and increasing personal contact with alumni will support these two essential goals.*

Institutional Advancement

1. Create a data-driven prioritized list of alumni chapter cities which has led to a new way of organizing travel and event scheduling.
2. Annual Giving and Alumni Relations devised and implemented a plan to increase the number of personal solicitations to the Loyola Fund. This should improve both the dollars raised and the number of alumni who give, resulting in a better result for *U. S. News and World Report* ranking purposes.

3. Annual Giving staff reorganized fundraising processes and increased the number of one-on-one visits with alumni and other friends of the university.

4. As of March 2011, the 2011 Loyola Loyal Annual Giving Campaign, which emphasizes our commitment to our Jesuit values, the region and educating the whole student, continues and has helped increase the number of alumni donors by 16 percent to 2,684 as compared to the 2,314 alumni who had contributed during the same period last year.

5. Facilitated young alumni participation by implementing social media [Facebook and Twitter] as a means to encourage donors to make a gift. Also introduced to donors the option to make a gift via their cell phone by texting.

6. To increase our alumni participation to our phonathon solicitations, we invited faculty and staff members from the individual colleges to volunteer to make calls on behalf of their programs and colleges. We also added an additional phonathon station and hired a student supervisor to assist with the phonathon program.

7. In order to appeal to individual alumni interest, alumni received multiple appeals for a variety of university programs (mission and ministry, athletics and colleges) in addition to the regular appeals for unrestricted gifts.

8. Alumni donors making their first ever gift received a personal letter and small gift acknowledging their support. Students also call all donors during our “thank-a-thon” program.


10. The 2010 Faculty and Staff Campaign mailer received the “Award of Excellence” from CASE (Southeast District III) in the category of Printed Publications.
Finance and Administration Integrated Support for the Implementation of Loyola 2012:

Budget
Finance and Administration collaborated with the University Planning Team and the University Budget Committee to develop budgets to fund the Strategic Initiatives as presented to the Trustees in March, 2009.

The initial funding for the strategic initiatives began with the 2009-10 budget. Forensic Accounting and International Student initiatives represented just under an additional $400,000 in Salary and Operating funding. In the 2010-11 budget, the Doctor of Nursing Program, Masters of Criminal Justice, First Year Experience and Common Curriculum represent an additional $1.2 million in Salary and Operating funding. The remaining initiatives were presented to the University Budget Committee for funding in 2012-13 and beyond. Finance and Administration provided the University Budget Committee with models that illustrated the funding for these initiatives while maintaining budgetary control with the various Offices of the University.

Beginning in 2012-13, an additional $4.2 million is planned for funding initiatives such as iLive, Academic Resource Center, Enhancement of Common Curriculum, Faculty Undergraduate Research, Graduate Education/Satellites, Online Program Technology, Interdisciplinary Programs, Accreditation and Certification Programs, and Internationalization of the University. Projected funding for the initiatives increases every year, such that by 2016-17, the University’s commitment to funding the initiatives grows to $7.4 million.

The long range budgets presented to the Trustees and the Finance committee, beginning with the May 2010 meeting, reflects all currently identified strategic initiatives.

Finance and Administration is committed to work with the University Planning Team and the University Budget Committee to provide financial models that accommodate any additional initiatives or changes to existing initiatives.

Facilities and Master Plan:
This year began the first phase of the implementation of the campus master plan developed by Kell-Munoz. Renovation of Thomas Hall is presently underway with completion expected by August 2011. An important part of the first phase was addressing key infrastructure needs which will support the second phase of construction. These projects are under way or have been completed. This work has included: an upgrade of our Central Plant; new cooling towers; a new boiler, and a new chiller. Phase I also includes two additional floors on the West Road Garage.

Phase II includes the addition of two new floors and remodeling of Monroe Hall. We will also undertake work on our existing residence halls on both the Main and Broadway campuses.