ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES

Thursday, December 5, 2013
Monroe Library, Seminar Room 4
1:00 – 3:00 p.m.

Agenda

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

2. Approval of Minutes of October 17, 2013* Michael Braden, S.J.

3. Student Government Association Report Jasmine Barnes

4. Program Updates
   a. Academic Affairs* Marc Manganaro
   b. Student Affairs* M.L. “Cissy” Petty
   c. Enrollment Management Roberta Kaskel

5. Honorary Degree Nominations** Marc Manganaro ACTION

6. Executive Session

*Enclosures
**Separate enclosure in Trustees’ books only
Academic and Student Affairs Committee
Loyola University New Orleans Board of Trustees

Minutes of Meeting
October 17, 2013

Present: Michael Braden, S.J., Chair; Barry LeBlanc, Vice Chair, Enrollment; Rita Benson LeBlanc, Vice Chair, Student Affairs; Bentley Anderson, S.J.; Jim Caillier; Jim Bowler, S.J.; Rachel Kent; Jim McBride; Joe O’Keefe, S.J.; Paul Pastorek; Kevin Poorman; Paul Soukup; Ileana Suquet; Carol Waguespack; Jasmine Barnes; Eileen Doll; Carol Ann Macgregor; Marc Manganaro; Cissy Petty; and Roberta Kaskel.

Guests: Gita Bolt and Tom Longin

Opening of Quarterly Meeting
Fr. Michael Braden, S.J., Committee chair, called the meeting to order at 1:20 p.m. on Thursday, October 17, 2013 in Monroe Library, Seminar Room 4.

Approval of Minutes
The minutes of May 16, 2013 were approved as submitted.

Student Government Association Report
Ms. Jasmine Barnes, president of the Student Government Association (SGA), discussed their accomplishments this year and plans for the future in the funding of events, space allocation to student organizations, engagement with students representatives, and school spirit events. The University Programming Board is now one of four branches of the SGA instead of a separate entity. With the implementation of OrgSync, organizations are connected electronically for newsletters, events, and feedback. Major initiatives this year will include working toward a smoke-free campus, getting a printer for students on the Broadway Campus, improving or adding WiFi in the Danna Center, Mass Communication, and other places on campus; and addressing campus litter. A copy of the SGA report was distributed.

Enrollment Management and Student Success
Dr. Manganaro gave an update on Academic Affairs. He reported that Loyola recently received a number of national recognitions and positive rankings that were especially good news. Renovations to Monroe Hall are progressing well. We will be moving some departments into new spaces in December. The new Common Curriculum was launched this fall under the leadership of the inaugural director of the Common Curriculum, Dr. John Sebastian. Steps were taken in advance to adjust course offerings to reflect a smaller first-year class.

The University Strategic Planning Team, which Dr. Manganaro chairs, is actively engaged in developing a new strategic plan as this is the last year of the current plan, Loyola 2012. Dr. William Locander, dean of the College of Business, who has special expertise in strategic planning, is co-facilitating the planning process. The SPT has been doing a lot of exercises on identity, on what we see our students to be in the future, and where we want to go. At this point the SPT is moving toward articulating six or seven strategic initiatives. At the March meeting we will be presenting a template for a strategic plan for discussion and authorization to proceed. There will be a deployment plan to communicate with and involve the entire campus community.
Academic and Student Affairs Committee, October 17, 2013

and the Board of Trustees. Very likely this will include town hall meetings as well as meetings with different academic units to walk through the strategic planning processes and all the exercises the Strategic Planning Team and the deans have done.

Dr. Petty discussed her participation in the Ignatian Colleagues Program and thanked the Board for their support of this program and how it has benefited her work in Student Affairs. She said one of the strongest links Loyola has is the work that she, Dr. Manganaro and Ms. Kaskel are doing with the student success initiative. Turning to Student Affairs initiatives and accomplishments, Dr. Petty reviewed the renovations in Cabra Hall and the need for renovations in the other residence halls. She highlighted the work Student Affairs has done with new student orientation and the Krew Leaders, student leaders that work with new students during orientation. Dr. Petty said when we are able to develop cohort groups, whether it is SGA, honors, music students, Greeks, athletes, the Cardoners, the LUCAP students, or other cohorts, retention increases and engagement deepens. Members of the Krew Leader program are now working with Ms. Kaskel to model the Enrollment Management Ambassador’s and tour guide program so that families who come to visit us have the same experience on their first visit as they do when they join us. Dr. Petty also discussed enhancements in the athletic program, campus dining, and the new logo.

Dr. Manganaro gave an update on the Student Success Summit which began working last December to improve retention and student success. A report was distributed on the action plans and implementation schedule developed by the Summit members.

Ms. Kaskel reported on enrollment and the work being done with two enrollment consultants retained by Loyola. Her written report was distributed at the meeting. Overall enrollment this year is 4,739 students. Although total enrollment is 4.6 percent lower than last year, it is better than expected given the decline in first-year students. She attributed the better than expected results to improved retention, increased law enrollment, and better than anticipated enrollment of first-year students. We now have an enrollment management steering committee that meets regularly and receives weekly reports on enrollment and recruitment activities. Loyola has retained two enrollment management firms to work with us, The Lawlor Group on marketing and communications to prospective students and their families, and Scannell and Kurz on financial aid and enrollment management processes across the university. Admissions counselors are being trained by Scannell and Kurz and by our new financial aid director, Ms. Carrie Glass. There was discussion on marketing and communications to prospective students.

Mr. Poorman observed that there is chaos in higher education and asked what Loyola is looking at in the future, such as MOOCs and online education. Dr. Manganaro said a large part of enrollment management is the right size, shape, and composition of our student body. In terms of new programs, we are looking at new delivery modes. We will have to make some hard choices in terms of programs and delivery.

Key Performance Indicators
Drs. Manganaro and Petty and Ms. Kaskel presented a report of key performance indicators (KPIs). Dr. Manganaro said the KPIs were created several years ago. The Committee may want to talk about what they might want in the future.

At 3:00 p.m., the Trustees adjourned to executive session.
Strategic Planning Team Progress Report

11/18/13

Marc Manganaro, Provost

Since May of 2013 the University Strategic Planning Team (SPT) has been meeting every few weeks to build the foundation for Loyola’s next Strategic Plan. “Loyola 2012,” the current strategic plan, is in its final year of implementation, so the SPT is working to complete a draft template of the next strategic plan which Marc Manganaro and Bill Locander, Dean of the College of Business and Co-Moderator of the SPT, will bring to the Board of Trustees at the March Board meeting for review and discussion. The expectation is that, with input from the Board and the wider University community, the SPT will bring to the Board of Trustees at their May meeting a completed strategic plan to be reviewed and, hopefully, approved.

Attached to this Progress Report is a document entitled “Loyola University New Orleans Strategic Thinking Journey” (updated 11/11/13) which is a graphic representation of timeline and process of the SPT’s activities from May to November of this year. The “Journey” begins in May with the completion of the Student Success Summit Report as well as the Critical Incident of the shortfall in the incoming freshmen class. From those starting points, one positive and one negative in impact, the SPT commenced meeting, in tandem with the Council of Deans, in order to develop some initial strategic initiatives, as well as to draft a statement called “The Main Thing,” essentially a 90-second elevator speech on who we are, that is the Loyola University community, and what is it that distinguishes us to our students and prospective students. Over the course of the fall semester the SPT through a series of other exercises further developed and refined “The Main Thing” and ultimately revisited and revised the Strategic Initiatives first drafted in the summer. The SPT is now at the point, in November, when it will “deploy” the strategic planning process and strategic initiatives proposed to date to the Board and the university community.
Attached as well is a document entitled “Trial Strategic Initiatives Exercise.” This document contains the seven strategic initiatives developed to date and underneath each initiative is provided commentary by SPT members and deans on priorities and concerns relevant to each initiative. The seven initiatives as currently drafted are as follows:

1) Create a sustainable student body (enrollment management)
2) Enhance marketing and communications efforts to emphasize brand promise (“the main thing”)
3) Create and enhance high value dynamic degree programs with signature value
4) Emphasize and articulate innovative pedagogy/experiential learning methods
5) Integrate Loyola’s Jesuit identity throughout the University
6) Enhance and articulate the quality of student life on campus
7) Create and enhance technology and measurement systems

It is important to note that these initiatives may change moving forward and that as they are altered they will cohere into the broader overarching strategies of the next University strategic plan. The input of the Board and the wider university community on welding the strategic initiatives into the overarching strategies of the next strategic plan will be critically important.
Updated (11/12/13) Loyola University New Orleans Strategic Thinking Journey
**Trial Strategic Initiatives Exercise**

Typically, most strategic plans have few major initiatives (7 or less) for the organization to concentrate on over the next planning cycle (usually 5 years or less). Competitive pressures on organizations have also demanded more nimble responses to environmental changes and, as a result, more flexible strategies and processes.

**EXERCISE:** Looking over the findings of the CLOSING THE GAP Exercise and the MAIN THING Exercise, list the strategic initiatives for Loyola that would best move the university to realizing The Main Thing.

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<tr>
<th>Strategic Initiative</th>
<th>Description</th>
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**#1. Create sustainable student body (enrollment management)**

**Graduation Rate (metric)**

a. Improve graduation rate - Our current six-year undergraduate graduation rate is under 60%. (Before Katrina our graduation rate ranged between 63% and 69%. LSU, for what it’s worth, in October 2012 reported a six-year graduation rate of 66.7 %.) While this statistic is admittedly problematic, since it only counts students who remain at a single institution through their undergraduate career, it is clear that we lose too many students. This initiative should build on aspects of the Student Success Summit (which was mostly focused on first- to second-year retention), including elements related to advising, tuition and financial aid, course scheduling, etc.

b. Increase Loyola’s graduation rate

**Enrollment Management**

a. Develop sustainable enrollment models: Identify the population(s) Loyola primarily wishes to serve and initiate a campus-wide conversation about the university’s ideal size in order to develop a strategic plan for enrollment management that emphasizes recruitment, retention, and the institution’s long-term fiscal sustainability.

b. Develop sustainable enrollment targets: Identify the population(s) Loyola primarily wishes to serve and initiate a campus-wide conversation about the university’s ideal size in order to develop a strategic plan for enrollment management that emphasizes recruitment, retention, and long-term fiscal sustainability.

c. Develop sustainable enrollment targets – “right size” the university
Enrollment Management continued

d. Recruitment - Refocus recruitment on local high schools students who can offer a sense of perspective to the non-local student. Faculty should be encouraged and rewarded to attend specific local college fairs to offer expertise in particular areas to parents and students. Loyola should market TOPS and match the scholarship to encourage the strong local students to stay in town as Loyola students.

e. Complete an external review of Enrollment Management Practices and Strategic Enrollment Plan

f. Enrollment Management - pricing, marketing, branding, financial aid, served populations

g. Fix problems in recruiting, admissions, and financial aid. The need for this does not require justification! This initiative should include aspects of marketing (including better articulating aspects of Loyola’s mission and its academic work in common-language terms that will resonate with prospective students and their parents regardless of religious background), faculty involvement in recruiting and admissions, clarification and regularization of financial aid policies, etc., etc. This can also include a stronger effort to track alumni work, not only immediately after graduation but beyond, in order to use that data in the recruiting process—and of course in fundraising as well.

h. Establish the value proposition for Loyola University New Orleans

i. Develop and implement a multi-year enrollment plan with emphasis on: net tuition revenue to ensure long-term sustainability; development of new programs that support the core educational mission and attract the desired student profile; provides desired students access and affordability. Develop and launch targeted certificate programs that provide students 4+1 style programs that combine liberal arts and professional-credentialed programs into a singular collegiate experience.

#2. Enhance marketing & communications efforts to emphasize brand promise (“the main thing”)

Marketing and Communications

a. Persuasively tell Loyola’s story by enhancing communication both internally and externally. It seems that many of the “gaps” result from breakdowns in communication. Loyola does not communicate effectively to its stakeholders and market externally in part because it does not communicate effectively internally. The left hand doesn’t know what the right hand is doing. Within academic affairs, this could help break down academic siloes and foster interdisciplinary conversation, teaching and research. Across
Marketing and Communications continued

the university, this would increase collaboration, internal understanding of Loyola and its strengths and the ability to communicate them externally.

b. Review all programs to identify Loyola’s strengths and niche opportunities; develop a marketing strategy based on these programs.

c. Develop a strategic marketing plan

d. Clearly communicate/list the liberal art degrees and professional degrees and the outcomes of each program with Alumni highlights. Also, highlight all Jesuit-Catholic and Service Learning course in all degree majors.

e. Determine brand distinctiveness - Identify clear key messages about who we are and who our ideal students are.

f. Develop an internal and external marketing strategy that aligns faculty and student recruitment and retention, alumni & donor development. Overall University marketing should be consistent w/ enrollment management and each college/unit. Even though prospective faculty, current faculty, prospective students, alumni and donors are very different, there needs to be more cohesion internally & externally.

g. Develop and implement a multi-year branding campaign in support of the initiatives of the new strategic plan and enrollment goals.

Improve Marketing - For years we have struggled to promote our strengths both externally and internally. A re-vamped marketing strategy is needed to better advertise our strengths. One strategic initiative should address our marketing strategies with an eye toward improving marketing to prospective students, increased exposure of distinctive programs, and improvements to the website that would make it more attractive for potential students (video content, social media ties, etc.) and more

#3. Create and enhance high value dynamic degree programs with signature value

Academic Degree Programs

a. Encourage a more nimble and entrepreneurial culture by incentivizing development of revenue-producing academic programs—at both the undergraduate and graduate levels.
Academic Degree Programs continued

This would involve Loyola requesting proposals, selecting the best proposals, and investing in them so that they can succeed. Investments always involve risks, but if they are carefully made, they can produce revenue. This process could help instill a culture of responsiveness and innovation on campus.

b. Undergraduate/Graduate - Examine all degree programs and make sure they offer a challenging competitive curriculum with flexible contemporary course offerings. Make sure degrees do not overlap or duplicate what is being offered across campus. If courses are similar, communicate the similarities so students can choose like courses to have a stronger degree program. Clearly communicate the degree and the outcome of the degree. Offer graduate programs that could benefit Loyola: MFA in writing (these grad students could work in WAC lab), MFA in graphic design (these students could teach lower level classes or give technology workshops.)

c. Rebuilding “Loyola” - focusing on “who we are”: creation of new degrees, elimination or consolidation of existing degrees, consolidation of programs / departments / centers / institutes; aligning degree offerings with the innovations & growth areas in the city of New Orleans

d. Identify and promote signature programs at the undergraduate and graduate level: Expand the faculty in signature programs; develop effective marketing for signature programs; and increase enrollments in signature programs.

e. Review and Plan for Graduate, Professional, and Continuing Studies

f. Re-examine degree offerings. - In the recent past, program cuts have been made based on financial considerations outside of a strategic plan for the University while new programs have sprouted in a more-or-less haphazard manner. While these new programs reflect the current strengths of our faculty, they have been developed without an overall guiding vision to ensure affiliated programs work together to make efficient use of resources. To give some examples: we are now one of only two Jesuit institutions in the country, and the only institution in our reference group, without a major in computer science; we have two programs housed in different colleges called Forensic Science; we are home to 31 Centers and Institutes and offer 18 different interdisciplinary majors and minors. Unfortunately, we have only made halting attempts to holistically review our degree offerings to identify those that need added support to reach potential, those that are excelling and are in need of promotion and marketing, and those that are nonexistent but sorely needed. Our programs need to provide a Jesuit education, attract students, and help define a 21st century liberal-arts education.
Instructional Effectiveness

a. Prioritize integrative learning across all programs: The AAC&U defines “integrative learning” as “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond campus.”

b. Instructional Effectiveness - innovative pedagogy, intro & advanced common curriculum, bottleneck courses

c. Implement the Common Curriculum: Identify and address outstanding needs (faculty hires, facilities, etc.); create flexible course scheduling models; offer training for faculty advisors; encourage faculty to develop and offer courses in the revised curriculum; provide opportunities for faculty development in engaged teaching for large classes, experiential learning, undergraduate research, and other high-impact pedagogies; produce short- and long-term assessment plans; improve the course evaluation instruments; and message the program in a way that is legible and attractive to prospective students and their parents.

d. Revise common curriculum to allow more flexibility, greater opportunity for cross-disciplinary studies, and to make it attractive to transfer students and first year students entering Loyola with college credits.

e. Completion of Instructional Efficiency Project

f. Empower faculty to grow as teachers and scholars: Increase support for faculty professional development, course and curriculum development, research, and conference travel by developing dedicated internal funding sources for faculty development, assisting departments in cultivating donors, and increasing the visibility of the Office of Grants and Research. Update tenure guidelines across the colleges to take account of the importance of advising, collaborative research with undergraduates, experiential learning, community engagement, promotion of the mission and other activities undertaken by faculty.

#4. Emphasize and articulate innovative pedagogy/experiential learning methods

Identifying with New Orleans

a. Degree Programs - Encourage first year experiences that integrate the culture of New Orleans. Offer van rentals and stipends to all classes that use New Orleans as a classroom.
Identifying with New Orleans Continued

b. Highlight Loyola’s location in New Orleans and its contribution now and through history to the flourishing of life and culture here.

c. Raising Loyola’s profile locally and reminding locals how important Loyola has been to New Orleans should help to increase local enrollment. Linking school to New Orleans, a popular “brand” nationally, should help increase national enrollment.

d. New Orleans - Embrace the city of New Orleans. Every course in the first year experience should have a field trip to some part of New Orleans. We should provide safe transportation and options to our students. Communicate the activities that we support in the city of New Orleans. List the names of festivals, clubs, activities and encourage the students to attend the events off campus. Continue to fund campus activities that embrace an academic education: lectures, seminars, discussions, theater, arts, etc.

e. Focus on the advantage of New Orleans & the University’s role in its progress. The city of New Orleans is one thing that definitely distinguishes us from everyone else who is doing a fine job of experiential, engaged learning in a small, liberal arts environment.

f. Capitalize on location - Develop partnerships with the City of New Orleans that create engines for economic development and growth.

g. The NOLA Project - Identify, promote, encourage, and fund courses and experiences within courses that give students practical experience, especially in ways that benefit the larger community. Brand Loyola as the (an) engine driving New Orleans into the future.

Experiential Learning

a. Support experiential learning - This comes in part out of the new QEP but can also contribute to aspects of marketing and recruiting, and it may also help our graduation rate. Aspects should include the major areas covered by the QEP (undergraduate research, community engagement, and internships), but it can extend to courses and programs across campus, as part of a thoroughgoing focus on teaching and advising as the central elements of faculty work.

b. Assuming that engagement/experiential learning is a priority here, build in incentives and/or reward systems for faculty & staff who make this happen. In spite of the emphasis on experiential learning, it still seems compartmentalized and not as important, i.e. measureable, as “scholarly” activities.

c. Revise curriculum and marketing to focus on experiential learning.
Experiential Learning Continued

d. Require all students complete several experienced-based courses such as student research projects with faculty, internships, and practica, to demonstrate the links between the liberal arts and the professions. Conceptualize components of the common curriculum to infuse experience-based education throughout the cc; i.e.: link the foreign language requirement to immersion programs; shape the capstone requirement around an interdisciplinary experienced-based requirement.

e. Strengthen Experiential Learning Programs - One distinctive aspect of a Loyola New Orleans education are programs, supported by enthusiastic faculty and staff members, that integrate class-room learning through real-world experience. These experiential learning opportunities include study abroad, internships, service learning, and undergraduate research. These programs distinguish our University from other institutions touting small class sizes and a broad liberal-arts curriculum. We need to support students and faculty engaged in experiential learning to ensure that every student at Loyola is afforded these opportunities.

#5. Integrate Loyola’s Jesuit Identity throughout the University.

Integrating the Jesuit Mission

a. Effectively integrate Loyola’s Jesuit identity across the university.

One way of doing this would be for Loyola to capitalize on the first Jesuit pope, his refreshing perspectives and the excitement he has built both within and outside the Catholic Church.

b. Embed Ignatian values in all aspects of campus work - This in a sense extends one of the main strategies of the current strategic plan, but it goes beyond the focuses outlined there (community-based learning and volunteer service) to aspects of marketing, teaching (in all programs and at all levels), etc. This can build on existing initiatives to articulate a vision of Jesuit education to which all, regardless of discipline or activity, can contribute.

c. Integrate mission with university policies and activities: Continue to strengthen the mission by developing consistent strategies for hiring, orienting, retaining, forming, promoting, and conferring tenure on faculty and staff committed to the university’s mission; increasing opportunities for retreats, encounters with the Spiritual Exercises, and immersion experiences for faculty, staff, students, alumni, and trustees; promoting the Catholic Intellectual Tradition and Catholic Social Teaching throughout the curriculum and co-curriculum; increasing Loyola’s visibility and prominence within the
 Integrating the Jesuit Mission continued

several conferences of the AJCU and within the Heartland-Delta conference; opening
the Benson Jesuit Center as the spiritual and liturgical heart of the campus; increasing
interfaith opportunities and dialogue on campus; educating trustees about the many
dimensions of a Catholic, Jesuit university; and ensuring that the university lives out its
commitment to social justice and a preferential option for the poor in all its policies and
practices.

#6. Enhance and articulate the quality of student life on campus

Career Services

a. Expand the career development center to form the career development and
entrepreneurship center for students and alumni. Provide students with structured
coaching/mentoring to help them integrate academic and career-decision-making. Find
ways to ‘institutionalize’ students’ interests in ‘gap years’ as a formal part of a five year
degree program. Expand the principles of the college of business Portfolio program and
the internship programs in CMFA to all colleges. Develop and launch a professional
development program for young alumni and mid-career changers.

b. Develop career planning and placement strategies in all colleges and departments.

Co-Curricular Programs and Activities

a. Student Life - co-curricular programs, residential life, mission & ministry, campus
engagement

b. Enhance Loyola’s athletic/fitness facilities

c. Return Loyola Athletics to a position of value in all cycles of the college experience – in
recruitment of new students as an attractor for both athletes and supporters, as an
enhancer for an engaged campus life, as a reasons alumni want to return to campus
through visits, virtual participation, and giving. Implement the recommendation of the
Athletics study.

Campus Support Areas

a. Student Success - academic support services, student support services, advising

b. Decrease impediments to pre-registration -Tables in Danna Center (and elsewhere?) for
students to meet with Financial Aid staff to eliminate registration blocks before and

Updated November 15, 2013
Campus Support Areas continued

during registration. (done successfully in the spring) -Educate faculty about identifying blocks (and most common reasons for blocks), so they can help students check during advising. (Make web page linked to advising page, publicized in pre-advising e-mail; perhaps also include in advising session through CFI.)

c. Examine the staffing, structure, and services offered by academic support units to ensure that they meet students’ needs.

d. Advising for Success - Prioritize, promote, and fund a personalized advising system for students that coordinates course selection, career services, and issues that arise outside the classroom. Start a mentality that Loyola will care for the whole person from the minute you step on the campus.

Campus Beautification

a. Beautify and modernize the campus. Make it a walker-centric campus with fewer ugly roads and trash dumpsters through it/alongside it (i.e. the renovation of McAllister Pedestrian Mall at Tulane)

b. Restore the physical campus to a place of prominence in eyes of prospective students and the City of New Orleans. Ensure that all new spaces and renovated spaces meet standards of design that promote engaged learning.

c. Develop a Plan for Long-Term Physical Plant Operations and Improvements - Loyola is currently funding renovations to Monroe Hall that will produce a technologically advanced building housing a wide variety of programs. However, it is unclear that we are developing a long-term strategy to support maintenance of Monroe Hall or any of the other buildings on campus. While current financial concerns will prevent dramatic short-term improvements to the situation, we should develop a long-term strategy for adequately funding physical plant operations to ensure the campus remains functional and welcoming. In a competitive environment where student amenities are a big part of marketing to prospective students, we need a plan to assure that our buildings and grounds do not become a larger liability than they already are.
#7. Create and enhance technology and measurement systems

**Assessment and Effectiveness**

a. Teaching/Research - Create a better metrics system of evaluation of faculty/staff and make them count towards a clear reward system. People who are excellent in service or teaching should be rewarded like those who are rewarded for research.

b. Assessment - course evaluations, annual reporting, strategic planning & alignment, IT infrastructure & data warehouse, general assessment methodology, tools, and criteria to inform data-driven decision making

c. Policies Procedures Protocols - Are people being held accountable at every level of the University—from department heads to VP’s to Administrative assistants to Deans to the President? Should the President rotate every 8 years? Should we follow a strict adherence to the faculty handbook and follow the rules of the University. Do people (Deans, faculty, etc.) interpret the faculty handbook differently? Does it clearly communicate what needs to be communicated?

d. Review operational units and processes - In light of this year’s enrollment shortfall and a general need to reconsider the number of students we can reasonably expect to enroll and serve, it is clear that resizing will have to take place across campus, not only among the faculty (where an instructional efficiency audit already exists and can be used to help guide staffing discussions). A campus-wide review of all units is needed, to determine what functions are needed and how those needs can best be met, and to identify redundancies and inefficiencies.

e. Determine ideal enrollment #, ideal size & qualities of faculty and staff, including administration, from the President’s office on down. The issues of enrollment management and marketing should not cloud astute evaluation of leadership from the top down.

f. Re-Examine Tenure, Promotion, and Merit Evaluation of Faculty - Tenure, promotion, and merit evaluations vary dramatically between Departments and Colleges. For example, some colleges require both external scholarship evaluations and peer teaching evaluations as part of the tenure review process while others require neither. Expectations for tenure and promotion do not always align with the current vision of the University. For example, Loyola relies on a strong, faculty-driven student advising/mentoring system but this effort is not reflected, in any significant way, in evaluation of faculty performance. While there is no one system that will work for all programs in the University, it is important that expectations align with the mission and vision of the University, and some standardization should be achievable with regards to fundamental areas like teaching (faculty mentoring, classroom observation) and advising.
Assessment and Effectiveness continued

g. Define Loyola University New Orleans - Through a data-driven process, we need to identify our strengths, come to grips with the population of students we currently serve, decide on an ideal size, and put to rest the question: Who are we? Some see Loyola as an institution where ordinary faculty members should be freed to focus on scholarly activities that promote the University. Indeed, one could argue this vision is supported by current merit and tenure evaluation systems. Others see Loyola as primarily a teaching institution for undergraduates whose focus should be on innovative classroom instruction. Yet another camp sees Loyola as home to distinctive graduate programs and believes growth of the University will come through these and other professional programs. We have lacked a shared vision for some time and this hampers efforts to strategically plan for the future and nimbly respond to challenges. We need a clear vision backed by strong leadership.

Technology Advancements

a. Technology - Purchase a campus license from Lynda.com for the entire campus so that all students, faculty and staff can learn any program (excel, word, PowerPoint, Photoshop, etc.) at any time on any computer. (28k per year), thus joining other colleges in the country that give this access to all students (LSU, Duke, Georgetown, etc.). Switch from the rigid Blackboard technology to Google Doc/Calendar, etc. which is free and much more dynamic and flexible. Create a technology advisory board of national and international alumni who work in technologically savvy organizations. Have this advisory board suggest technological advancements needed for Loyola in order to make us technologically savvy. Adopt some of the suggestions.

b. Develop on-line learning and investigate ways massive open online course platforms could augment, enhance the curriculum.

c. Develop compelling, visual online and mobile presence that focuses on our brand identity, engagement with stakeholders, and leverages the strengths of our faculty, experiential learning and integration with New Orleans. - Because the web and mobile access is the primary image for prospective students and parents, our website and online engagement must be a priority.

d. Improve campus systems infrastructure to better collect and share data and contribute to informed decision-making across the university.

e. Build a technology infrastructure that enhances the educational missions and creates a satisfying customer-based experience.
Financial

a. Create a budget model that is more proactive, includes priority of capital improvement, updates to physical plant, landscaping, etc. and adheres to University mission and consistently considers strategic plan. This is outside my expertise, but it always seems that we are reacting budgetarily instead of planning carefully based on sustainable enrollment targets. We can't be all things to all people so we need to establish priorities w/ maximum input, stick to them and be transparent about the process.

b. Prosecute the university’s Faith in the Future campaign to a successful conclusion by July 31, 2017

Miscellaneous Topics

d. Internationalize the campus: recruit more international faculty, increase the number of international students, and provide increased opportunities for students to study abroad.

e. Consolidate the College of Social Sciences and the College of Humanities and Natural Sciences.