ACADEMIC AFFAIRS
I am pleased to present highlights of the accomplishments of faculty and staff in the colleges and units of Office of Academic Affairs since our last report in December 2014:

PROVOST OFFICE
College Restructuring
Following extensive consultation with the University Senate, the Deans and the President, we recently announced our new college structure. The campus email, which included a link to document that specifies where every academic unit be placed within the new organization, is attached to this report.

NEW PROGRAMS
The College of Business and the College of Humanities and Natural Sciences collaborated to created new interdisciplinary programs for undergraduates to major in Business Analytics (CoB) and Computer Information Systems (HUNS). Additionally, a minor in Business Analytics will be available to all Loyola majors. These programs represent substantial collaboration between the two colleges, and a significant move for the university toward creating signature degree program offerings which leverage the unique opportunities that exist in the city of New Orleans. These programs, which will begin in the fall 2015, are also mentioned in the college reports that follow.

COLLEGES
College of Business
• Professor Ashley Francis (Marketing) was named Director of Business Graduate Programs in December. Francis’ background includes an MBA from Tulane University and extensive industry and academic experience in New Orleans. Her professional experience and connections to local business, arts, and academic communities will be a major contribution to the continued success of MBA recruitment.
• The College of Business developed jointly with the College of Humanities and Natural Sciences two new interdisciplinary programs, the BBA in Business Analytics, and the minor in Business Analytics, which will be available to all undergraduate students. Both programs will be introduced in the fall 2015 semester.
College of Humanities and Natural Sciences

Biology
- The Department of Biological Sciences recently underwent an in-depth review (including external evaluators) that concluded the department is doing well overall and excellent in some areas (e.g. supporting collaborative research with undergraduates).
- Since the review the department has been reviewing its curriculum. This two-year process has resulted in the creation of a highly interactive Biology first year seminar, which will be piloted next academic year.
- Dr. Frank Jordan, Biology Chair, recently received a contract from the US Fish and Wildlife Service for his project “Monitoring Okaloosa Darters on Eglin Air Force Base.”

Chemistry
- Chemistry created a new course, CHEM A100—Chem Prep, to get incoming students ready to successfully take CHEMA105 General Chemistry, the gateway course to much of the rest of the science curricula, especially for pre-med/pre-health students.
- Chemistry is reorganizing its curriculum to offer CHEM A105/A106 in order to allow students to start or continue after CHEM A100 or remedial math.
- The renewed administrative commitment to offer Organic Chemistry every summer will allow science majors, especially pre-med/pre-health students, to stay on sequence for the following academic year.

English
- Professor John Biguenet, Hunter Professor and Chair of English, was named one of the Louisianans of the Year by Louisiana Life. More information can be found here, http://www.pageturnpro.com/Renaissance-Publishing/7658-Louisiana-Life/index.html#66.

History
- The department is working to establish a new "International Studies" track in the History major, which is designed to take advantage of the department’s existing strengths in African, Asian, European, and Latin American studies, and attract students who are interested in careers that require them to have a global perspective.
- Two History faculty received Loyola University Collaborative Scholarship (LUCS) fellowships, which support undergraduate research in the Humanities. Dr. Mark Fernandez explains about his project, “Building on the initiative funded by the LUCS Fellowship to foster collaborative research, I’m using my O’Keefe professorship funds to work with student assistants Mara Steven and Emily Edwards on my Woody Guthrie project. Mara built a database for me out of Guthrie's lyrics, found her own topic, and is writing a senior thesis. Emily will start this semester building a database out of Guthrie’s prose, beginning with an analysis of his memoir "Bound for Glory.”
- The Documentary and Oral History Studio
  - Teaches professional filmmaking technique and oral history methodology to students.
  - Recorded 29 hours for MMNO. Studio has recorded over 75 hours of interviews since creation in 2012.
Documentary short made from student-filmed interviews on Longshoremen published in peer-reviewed online journal, Southern Spaces.

Has collaborated with the new Digital Filmmaking program, providing a required course in historical documentary films.

Languages and Cultures

- Spanish is developing an Early Scholars course in Advanced-level Spanish to start in Fall 2015. This will be an introduction-level course to Hispanic literature, offered for our Loyola students but open to local high school seniors who want to pursue Spanish beyond the AP offerings at their schools. We began this upon the request of Cabrini High School, but will extend the invitation to other Catholic high schools locally.

Mathematical Sciences

- An interdisciplinary B.S. in Computer Information Systems was developed in collaboration with the College of Business. This exciting, experiential learning-based program will be offered with a proposed “sister degree” Bachelor of Business Administration in Analytics in the College of Business, with an associated minor in Business Analytics. The Department of Mathematical Science and the College of Business will commence implementation of the program starting fall of 2015.

Physics

- Dr. Martin McHugh, Physics Chair, recently received a NASA/LSU grant with title “Student Science Projects for Balloon Flight.”

Religious Studies

- Completed a review/revamp of their World Religions major and minor. The review received approval at all university levels. The department will commence implementation in the fall of 2015.
- The department is working on revising the Christianity major and minor programs. The revision is ready for review at the College level.
- The department is working with the Loyola Institute for Ministry (LIM) on a 4-1 program, a four year Religious Studies B.A. and a one year M.A. in Pastoral Studies. The College level review of the program begun this academic year.

Teacher Certification

- The Educator Effectiveness Committee of the Board of Elementary and Secondary Education (BESE) unanimously affirmed the State Department of Education's recommendation that Loyola University be granted Level II approval for Teacher Certification in the state of Louisiana at it January 13 meeting.
- Level II approval means that we have the authority to recommend our own graduates for certification and we have more autonomy in running our teacher certification program.
- State regulations state that a university has one year to submit documents for admission to Level II. With the tremendous support and the help of department chairs, administrators, the registrar's office, we were able to move to Level II in 5 months (May-October of 2013).
- Currently and only after three semesters of offering Teacher Certification courses we count 29 students that intend to purse Teacher Certification as Loyola Undergraduates.
The Sciences

- During the Christmas holiday and into the spring semester Physics and Chemistry moved into their facilities in the first and second floor of Monroe Hall. The spaces are beautiful, inviting and creative.
- Five science majors received Supervised Undergraduate Research Experiences (SURE) grants from the Louisiana Board of Regents, which will pay them $4,500 for student wages and provide $500 for research expenses. These students have faculty mentors in Biology, Chemistry, Physics, and Psychology.

Translation and Interpreting (TRIN)

- The TRIN certificate program in the Legal and Medical Fields continues its successful start last year. The program continues to attract interested students and has received positive attention from the public. Since the fall of 2013, 74 have participated in TRIN courses.
- TRIN students under the leadership and supervision of TRIN faculty Dr. Lisbeth Philip have provided interpreting for Loyola Law Clinic, Catholic Charities at Juvenile Court of Jefferson and St. Tammany Parishes, Puentes/Latinola (Insurance Enrollment Summit & Health Fair, November 2014).
- TRIN has also provided document translation help for the Immigrant Survivors Service Program through Catholic Charities since September 2014.
- TRIN offered a three-day workshop on Principles of Interpreting to the Orleans Parish School Board. Thirty elementary school teachers and administrators attended the event. The workshop included an assessment of speakers of Spanish and Vietnamese.

College of Law

The Law Review held a symposium honoring the life the Honorable J. Skelly Wright, a leading federal jurist and Loyola undergraduate and law graduate. He brought about the desegregation of the public schools in New Orleans. Following the symposium, the College of Law unveiled a bronze sculpture at the entrance to the law school, as an outdoor piece, humanizing the façade of the building and giving a better and clearer sense of the work done inside the building. Judge Wright cared about the poor, the disenfranchised, those discriminated against, and his entire public life was devoted to articulating a view of the law that made it responsive to the needs of those unable to sway political opinion and forces. He was the essence of what Loyola law is about – a commitment to social justice – and his work is testament to the Jesuit ideals. The bronze is a small but important recognition of what this student, graduate, teacher and jurist meant to Loyola, New Orleans, Louisiana and the United States.

The law faculty has approved a new Immigration and Citizenship Law and Practice Certificate to be awarded to students at graduation who have completed coursework that provides a foundation for practice in the areas of immigration, asylum and refugee, citizenship and naturalization law practice. This certificate is innovative and responsive to current trends in legal education. It is also responsive to the increasing importance of immigration law as a specialized area of law that intersects other areas including criminal and family law.
College of Music and Fine Arts

Art and Design
The Design Department submitted a degree proposal to the college curriculum committee on interactive design. Bachelor of Design/Interactive degree will focus on the interactive design, which is a field of study that focuses on meaningful communication of media through cyclical and collaborative processes between people and technology.

School of Music
Proposed Online Master of Music Education Degree
The Music Education department, under the leadership of Dr. Edward McClellan, has prepared a proposal to offer an online Master of Music Education (MME) Degree. The on campus MME degree was suspended in 2006. Plans for the reinstated program call for instruction to be delivered online and in intensive instructional modules. The proposal is moving through the university’s curriculum approval process.

Artists Residences in the School of Music
The School of Music is actively pursuing the creation of artists in residences for solo violinist Nadja Solerno-Sonnenberg and trumpeter/film scorer Terrence Blanchard. In the case of Terrence Blanchard, the impetus for that proposal came from Mayor Mitch Landrieu’s desire to get Mr. Blanchard more actively involved in the City of New Orleans. Preliminary meetings have been held with Mr. Blanchard and his manager/wife Ms. Robin Burgess.

CD Release Party
On March 1, the School of Music will be hosting internationally known tenor and Loyola alum, Bryan Hymel’s first CD release. In recent weeks, Bryan has performed with the Orchestre National Du Capital de Toulouse, the Nashville Symphony Orchestra, the Dallas Opera, San Francisco Opera, and the Santa Fe Opera. The event will be held in the newly renovate Nunemaker Hall. It will be one of the first opportunities to showcase the new hall.

Upcoming Performance
Also, in March, the School of Music will perform Mendelssohn’s oratorio Elijah with the Louisiana Philharmonic Orchestra. Internationally known opera stars Alfred Walker (alum) and Professor Bybee will be joined by School of Music Faculty Tyler Smith, Betsy Uschkrat, Marcus St. Julien, and Cantor Joel Colman. The performance will be directed by Dr. Meg Frazier.

Theater Art and Dance
The new degree in Theatre and Musical Theatre was created last fall. Auditions to that degree program are also in progress for admission in the fall of 2015.

TAD is presenting Lewis Carroll’s tale Alice in Wonderland. Significant here is that TAD’s Alice in Wonderland is an original adaptation by Fr. Ernest Ferlita, a longtime member of TAD who only recently passed. I am sure this production will be dedicated to the memory of Ernie Ferlita.

College of Social Sciences
The units of CSS are working together to prepare for the transition into the new college configuration scheduled for next year. Under the direction of Dean William Locander of the College of Business, each of the units has prepared a strategic plan that fits well within the University plan adopted in the fall of
2014. The plans reflect the intent to become a more learning centered community. The Office of the Dean of CSS is working with the units to prepare presentations of undergraduate research at the upcoming President’s Open House scheduled for March 14th of this year. Students working with faculty will present posters of their research to prospective students and their families.

ACADEMIC AFFAIRS

Center for Faculty Innovation
In January, Dr. Chris Schaberg of the English department joined the Center for Faculty Innovation team as Faculty Research Liaison. Dr. Schaberg will work to showcase and support faculty research, scholarship, and creative work. In the first such event, scheduled for March, recent recipients of the university’s Marquette Fellowships and research grants will discuss their projects.

In April, the Center for Faculty Innovation will co-sponsor a visit by New Yorker staff writer and David Foster Wallace biographer D.T. Max, who will speak with faculty and students on writing and research in the age of digital media.

To help first-year students overcome the major obstacles to academic success, a group of instructors are designing a First-Year Seminar course that will more effectively incorporate transition-to-college skills. A pilot cohort of the redesigned seminars will be offered in the fall.

Online Education
The Standing Committee on Online Education has launched a review of all online courses offered at Loyola. The Committee developed evaluation criteria based on national best practices to guide the faculty-led process. To date, approximately 50% of the university’s online courses have been reviewed, approved, or recommended for revision.

Affirmative Action/Diversity Committee
In January, the Affirmative Action/Diversity Committee released a Request for Proposals for the new “Strength in Diversity” grants to support programming on diversity and inclusion university-wide. Faculty, staff, and student organizations are eligible to receive the grants, which are sponsored by the Office of the Provost.

Jesuit Commons: Higher Education at the Margins (JC-HEM)
In February, Loyola hosted a two-day curriculum planning meeting for the Jesuit Commons: Higher Education at the Margins (JC-HEM). The group provides Jesuit education online to marginalized and displaced people worldwide, with an emphasis on populations in Africa and the Middle East. For the first time this spring, a Loyola faculty member is serving as a JC-HEM online instructor, working with a group of adult students in Jordan.

Grants and Sponsored Programs
The Grants Office wrote and secured approval for the University’s first Effort Reporting Policy, which will significantly reduce our risk of adverse findings on a federal audit. The policy was drafted with the assistance of Tootie Buisson, Leon Mathes, and Donna Rochon and reviewed by an informal faculty group.
The Contract Administration Policy was updated via an amendment that more clearly defines the grants office director's authority to enter into sponsored project agreements and to confirm Loyola's eligibility to participate in federal assistance programs.

The Grants Office assisted faculty and staff in securing $353,392 in external funding, which including five Board of Regents awards for individual students underrepresented in the sciences. The awards include the following:

- Elizabeth Beard, "CD45 Cell Signaling in Lymphoblast Cell Lines" (Yunuen Cacique-Borja), Supervised Undergraduate Research Experience (SURE), Louisiana Board of Regents, $4,500
- Tirthabar Biswas, "Constraining Modified Gravity Dark Energy Models Solar System Tests" (Richard Bustos), SURE, Louisiana Board of Regents, $4,500
- Patricia Dorn, "Geographic Distribution of Strains of the Chagas Parasite" (Meghan Gallaspy), SURE, Louisiana Board of Regents, $4,500
- Fred Kammer, S.J., "Jesuit Social Research Institute Summer Research Grants," Keller Family Foundation, $11,000
- Martin McHugh, "Student Science Projects for Balloon Flight," National Aeronautics and Space Authority (subaward from the Louisiana Space Consortium), $15,250
- Luis Miron, "Evaluation and Capacity Building Services," Young Audiences of Louisiana, $10,000
- Luis Miron, "Evaluation of Hammond Afterschool Programs," Young Audiences of Louisiana, $5,000
- Luis Miron, "Evaluation of 21st CLCC Program," Young Audiences of Louisiana, $5,000
- Luis Miron, "Assessment and Evaluation Services" for professional artists development education program, Young Audiences of Louisiana $32,083
- Uriel Quesada, Teacher Training in Translation and Interpretation, Orleans Parish School Board, $15,000
- CJ Stephenson, "Synthesis of Axial Chiral Xanthene Derivative & Analysis of the Efficacy of this Derivative as Enantiomeric Sensor" (Dayla Rich), Louisiana Board of Regents, $4,500
- Carmen Sunda, FastTrac Training, Louisiana Department of Economic Development, $1,100
- Evan Zucker, "Effects of Ovulation & Perceived Attractiveness on Female Judgments"(Rebekah Reuben), SURE, Louisiana Board of Regents, $4,500

Office of Student Success and Institutional Research and Effectiveness

Articulation Agreements with Community Colleges

The Office was instrumental in securing articulation agreements with five targeted community colleges (Delgado, Houston Community College, Florida State College Jacksonville, Miami Dade College, and Pensacola State College): Signatures now secured with Delgado, Houston, Jacksonville, and Miami Dade. Final review of Pensacola is in place and should be completed by the end of February. Enrollment Management has been to visit Miami Dade and Houston. For phase II of this process, we have reached out to the College of DuPage in Glen Ellyn, Illinois. This will likely be the first articulation with a primary focus on Honors students. We also plan to reach out to St. John’s College in Belize.
Quality Enhancement Plan
Planning for the Quality Enhancement Plan (QEP), which is a 5-year plan that is required by SACSCOC to direct efforts on the enhancement of student learning at Loyola, continues. After a campus-wide nomination an interview process, Dr. Joy Allen from the College of Music and Fine Arts has been appointed as the Faculty Director of the QEP. The Leadership Team continues to meet, the website has been created (http://www.loyno.edu/qep), and the Student Learning Outcomes for the QEP will be finalized by the end of the spring semester. Pilot activities are scheduled for this summer and fall (2015). The marketing campaign kickoff for the QEP will occur in fall 2015, with full implementation scheduled to begin January 1, 2016.

Summer Bridge Program
A new “Magis Program” is being developed to replace Loyola’s Summer Bridge program. Summer Bridge was a program offered for conditionally-admitted students in the summer prior to their enrollment as first-year students. Based on a review of the data from student participants in Summer Bridge over the past decade, we decided to strengthen the program by engaging these students in an enriched program, including remedial English and Math classes, in their freshman year.

The program will be required for all students who score 18 ACT composite or 980 SAT. Students will be required to take remedial English and Math with and additional one-credit of enrichment that will be facilitated by English and Math faculty members. Magis students will be part of a year-long learning community designed to help facilitate their adjustment to Loyola and to help improve their chances of success.

Student Success
In the fall semester, we piloted an online course evaluation system. We are using a vendor that was vetted by an ad hoc group of faculty: EvaluationKit. This system is integrated into Blackboard, and allows students to complete course evaluations via computer, smartphone, or tablet. According to Information Technology, past response rates with paper forms of course evaluations (Scantron forms) was in the low-70% range. The fall semester pilot using the online system resulted in an overall response rate of 88%. There was largely positive response to the new software and ease of use among faculty and students; naturally, there are some issues to work through. We will be revisiting the process as we plan for the spring cycle of course evaluations.

In retention and student success: As of Feb. 3, 2015, fall to spring retention for full-time first years is 93%. Spring 2015 statistics will be official on Feb. 27, 2015, but this puts us on target to meet our budgeted fall-to-fall first-year retention numbers. In fall 2014, there was a pilot course called “Academic Success,” which was designed specifically for students who were on academic probation. The course...
outcome was to help students either maintain or regain financial aid eligibility. The results were very positive and we are moving toward formal course approval. Fourteen students completed the course this fall. Of these students:

- Three of them regained federal financial aid eligibility (they were the only students in danger of losing federal aid)
- Three students earned grades to make dean’s list
- 12 out of the 14 of them reenrolled this spring (86%)
- Class attendance and one-on-one meetings were positively correlated with fall 2014 and cumulative GPAs. Pre- and post-resiliency tests also had a positive correlation with attendance.
- Student feedback was quite positive. Students found the course helpful and inspiring, and suggested more students know about it.

As a result of this success, an additional section of Academic Success was offered this spring; however, student demand for the course warranted that a second section be added. Currently, there are a total of 27 students enrolled this spring.

First in the PACK, a mentoring program in partnership with Student Affairs, involves 38 first years, 26 peer mentors, and 24 faculty and staff volunteers. We are pleased to report that 100% of our peer mentors and 95% of our first-year students reenrolled this spring. We recently held our spring kick-off event that focused on ways for students to become involved on campus and in the community.

University Honors Program
The University Honors Programs (UHP) educates high-ability students from all 4 of Loyola’s undergraduate colleges to use their gifts to be men and women for and with others. The 230 Honors students have an average cumulative GPA of 3.72, and include students from all of Loyola’s undergraduate colleges and programs, several varsity athletic teams (baseball, cross-country, golf, tennis and track & field) and every performing arts ensemble. As part of our curriculum, every honors student participates in community engagement and service-learning. According to statistics provided by the Office of Institutional Research for F ’13, 24.8% of Honors students are first generation in college.

- In January, the Institute of International Education announced that 7 of our seniors and recent graduates are finalists for the Fulbright Fellowship. Fellowship recipients will be announced in April.
- This semester, 15 UHP students are helping second graders at the Renew Cultural Arts Academy to write and “publish” their own books. Printing and binding will be made possible by a Portz Grant from the National Collegiate Honors Council.
- Two of our senior Ignatian Scholars – Michael Olausen ‘15 and Mara Steven ‘15 – have been accepted as TeachNola Teaching Fellows for the 2015-16 academic year. Michaela Brown ‘15 has been offered a 2015-16 AmeriCorps Position at the Renew Cultural Arts Academy.
- Three UHP varsity athletes were honored as SSAC All Academic cross-country stars: William Maye ’15, Alex Moreno ’17 and Francesca Vaccaro ’16.
- As a part of her Honors Senior Project, Flor Serna ’15 is working with middle-school girls at the Louise S McGehee School and the Lycee Francais de la Nouvelle Orleans Charter School to engage the students in STEAM fields.
- Ignatian Scholar, Honors student and economics and history double-major Kaitlyn Woltz ’16 was one of only three winners of The Society for the Development of Austrian Economics’ 2014 Carl Menger Essay Contest for undergraduate students. The other two recipients were from Phillips-
Universitat in Marburg, Germany, and King's College, London. All entries were anonymous. Kaitlyn's paper explores the similarity between Jim Crow legislation and contemporary incarceration in the United States. In Spring 2015, Kaitlyn is continuing her research as part of an internship at the Louisiana State Museum.

- UHP Director, Naomi Yavneh Klos, recently elected chair of the AJCU Honors Consortium, will be conducting two external reviews of Jesuit Honors Programs this spring, at Detroit-Mercy and at Fordham University. She is also serving as SACS-COC QEP Lead Evaluator at a private liberal arts university in Florida.

**Upcoming events:** Over 40 students will be completing Honors theses this spring, as part of their UHP requirements for graduation. Although some will be presenting their work at departmental symposia or professional conferences, approximately 22 students will present posters at the Honors Thesis Celebration on April 14th from 5-7 p.m., in the Monroe Library. This event is co-sponsored by the UHP, the Monroe Library, and the Loyola Alumni Association.

Honors directors and students from all over the country will gather on campus March 6 and 7 for the 10th anniversary AJCU Honors Consortium Conference. Fr. Michael Sheeran, S.J., the president of the AJCU, will join us for a Q&A session and lunch on the first day.

**Monroe Hall**

The renovation of Monroe Hall continues to proceed on-schedule and all major construction has been completed. Work continues on the exterior of the building with the decommissioning of the construction yard and general cleanup around the building.

Several departments moved into their permanent locations in the building at the end of the fall semester. Interior work to complete punch-list items and to ready areas that were used to temporarily house departments is currently underway. Final departmental relocations will take place in early summer moving the Art and Design and Theatre departments into the building.
Dear Faculty and Staff,

As you know, for more than a year, the Loyola community has considered options for restructuring the colleges so that they best position our students, faculty and staff for success in the 21st century. Led by the University Senate, the process has involved extensive consultation with faculty campus-wide. The new structure, coupled with the University’s strategic plan, Transforming Loyola 2020, and its Faith in the Future campaign, will help move the university forward into the next decade towards its goal of becoming a truly collaborative, learning-centered institution.

I am grateful to all who have participated in these deliberations, particularly to the members of the Senate Ad Hoc Committee on Academic Structures, who worked throughout the summer of 2014 to draft options for the restructuring, and to the members of the Provost’s Advisory Committee for University Restructuring, who studied these options, gathered broad faculty input, and produced a set of recommendations for moving forward. The chairs of these committees, Drs. Joelle Underwood and Gwen George (for the Academic Structures committee), and Connie Rodriguez (for the Provost’s Advisory committee) deserve special thanks for the work they did to steer what, in my mind, has been a model of shared governance.

The new college structure, which reflects the recommendations of both committees, will

- Restore a College of Arts and Sciences to include existing departments from the College of Humanities and Natural Sciences, with the additions of Sociology, Criminal Justice, Political Science and the School of Mass Communication
- Create a College of Graduate and Professional Studies, to include the School of Nursing, the Department of Counseling, the Loyola Institute
for Ministry, and the Office of Professional and Continuing Studies

- Dissolve the existing College of Social Sciences
- Retain the existing College of Music and Fine Arts
- Retain the existing College of Business
- Retain the existing College of Law

The placement of the School of Mass Communication has been the subject of much productive discussion, in the Senate and in both committees, as well as between those bodies and the faculty of Mass Communication and the College of Social Sciences. Having benefited from those discussions, I am convinced that Mass Communication’s return to Arts and Sciences provides the optimal structure for the School of Mass Communication, the College, and the University to flourish. I will work with the relevant dean, departments, and the School of Mass Communication to address the details of that transition.

An implementation committee is being formed to operationalize the new college structure by fall 2016. While the implementation of this restructuring will commence immediately, our financial consultant and the Presidential Advisory Group will consider in their analysis to develop a long-term financial equilibrium the costs, investments and efficiencies of all academic structures in the interest of financial sustainability for the entire university.

From the beginning of this process to the end, the deliberations have been driven by the priority of fostering the success of our students and the collaboration of our faculty and staff. I commend all who have given their time, energy, and wisdom to this important effort.

Best Wishes,

Marc Manganaro, Ph.D.
Provost and Vice President for Academic Affairs
New Organizational Chart

Restored College of Arts and Sciences

The restored College of Arts and Sciences will include the college’s existing departments as well as three departments currently housed in the College of Social Sciences:

- Biological Sciences
- Chemistry
- Classical Studies
- Criminal Justice
- English
- History
- Languages and Cultures
- Mathematical Sciences
- Philosophy
- Physics
- Political Science
- Psychological Sciences
- Religious Studies
- Sociology

The School of Mass Communication will also be housed in the restored College of Arts and Sciences.

College of Graduate and Professional Studies

The new College of Graduate and Professional Studies will include the following units:

- School of Nursing
- Department of Counseling
- Loyola Institute for Ministry
- Office of Professional and Continuing Studies

College of Social Sciences

Departments currently housed in the College of Social Sciences will be relocated to the restored College of Arts and Sciences, the College of Graduate and Professional Studies, or to the Office of the Provost. When the restructuring is complete, the College of Social Sciences will be dissolved.
Existing Units Retained

There are no changes in the structures of the following existing units:

- College of Business
- College of Law
- College of Music and Fine Arts
- University Library

Interdisciplinary Programs

Administration of interdisciplinary programs will be returned to the restored College of Arts and Sciences. In those cases where interdisciplinary programs are related to majors within specific departments, they will be affiliated with the respective major department. The only exception will be the New Orleans Studies minor, which will be located in the Office of the Provost.

Interdisciplinary Programs in the Restored College of Arts and Sciences

- African and African-American Studies
- American Studies
- Asian Studies
- Catholic Studies
- Computational Science
- Environmental Studies
- Film Studies
- Latin American Studies
- Legal Studies
- Medieval Studies
- Middle East Peace Studies
- Women's Studies

Interdisciplinary Program in the Office of the Provost

- New Orleans Studies

Centers and Institutes

All centers and institutes will be housed in the colleges or offices which with they are associated. Centers and institutes will be assigned as follows:

Restored College of Arts and Sciences

- Center for Environmental Communication
- Center for Latin American and Caribbean Studies
• Institute of Environmental Communication
• Institute for Quality and Equity in Education
• Jesuit Social Research Institute
• Mathematics Center
• Modern Slavery Research Project
• Ross Foreign Language Center
• Shawn M. Donnelley Center for Nonprofit Communications
• Student Media
• Walker Percy Center for Writing and Publishing
• Writing Across the Curriculum

College of Graduate and Professional Studies
• Loyola Pastoral Life Center

College of Business
• Center for Entrepreneurship and Community Development
• Center for International Business
• Center for Spiritual Capital
• Small Business Development Center

College of Music and Fine Arts
• Center for Arts and Music Entrepreneurship

College of Law
• Center for Environmental Law and Land Use
• Center for International and Comparative Programs
• Gillis Long Poverty Law Center
• Institute for Continuing Legal Education
• Stuart H. Smith Law Clinic and Center for Social Justice

President’s Office
• Institute of Politics
• Jesuit Center

Provost’s Office
• Academic Resource Center
• Center for Faculty Innovation
• Center for International Education
• Center for the Study of New Orleans
• Disability Services
• Lindy Boggs National Center for Community Literacy
- Twomey Center for Peace through Justice
  - Blueprint for Social Justice
  - Bread for the World
  - Resolving Conflict Creatively Program
  - Twomey Print Shop
  - Urban Partners Program
- Upward Bound
- Women’s Resource Center

Other Offices and Programs Housed in the Provost’s Office

The following offices and programs are currently housed in and will remain in the Provost’s Office:

- Common Curriculum
- Community Engaged Learning, Teaching, and Scholarship
- Grants and Sponsored Programs
- Honors Program
- Internal Grants
- Summer Session
FACULTY HANDBOOK COMMITTEE REVISIONS
To: Kevin Wm. Wildes, S.J.  
President

From: Marc Manganaro  
Provost and Vice President for Academic Affairs

Date: February 20, 2015

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 to Chapter 11A, Law Clinic Faculty, of the Faculty Handbook.

The revisions were initially proposed by the faculty of the College of Law. The primary substantive changes provide for presumptively renewable fixed contracts for Clinic Faculty who have met certain standards, and clarify procedures for termination. A now outdated section on grandfathering incumbent faculty has been removed. The primary impetus for these revisions comes from the American Bar Association, which requires accredited institutions to provide certain job protections for Clinic Faculty.

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 full Board.

Attachments
CHAPTER ELEVEN A

LAW CLINIC FACULTY

A. Norms for Appointment and Advancement on the Non-Tenure-Track in the Law Clinic

The clinical track offers security of position which is the right to continue once a clinical faculty member has received a fixed contract (five years, presumptively renewable and subject to extensions, in five-year increments, as determined by the Clinic Director, the Clinic Hiring and Promotions Committee, and the Dean) in accordance with this section of the Handbook. Law Clinic Faculty are not Extraordinary Faculty under Handbook Chapter 15.

The norms for appointment and advancement for faculty on the non-tenure-track in the Law Clinic fall into three general areas: teaching, scholarship, and community service. The determination of whether a particular applicant qualifies for appointment to the Clinic faculty, of the rank to be offered on first appointment, of whether a probationary contract shall be extended, and of whether an appointment shall be made and/or renewed under the terms of a fixed contract, not to exceed five years, will be made by the Clinic Hiring and Promotions Committee, and will be governed by the criteria listed in this Chapter statement of policy and procedures. The Clinic Hiring and Promotion Committee's determination shall in all cases be subject to approval by the Vice President for Academic Affairs. The Dean of the College of Law shall in all cases forward to the Vice President for Academic Affairs his or her independent opinion of the determination made by the Clinic Hiring and Promotions Committee.

1. Assistant Clinic Professor

A person being considered for appointment to the non-tenure-track rank of Assistant Clinic Professor, which ordinarily is the beginning rank, must be of good character, must be a member of the bar in good standing, must have a commitment to clinical teaching and University goals, and must have a record of experience or academic achievement indicative of a high probability that he or she will be able to meet the standards for promotion.

2. Associate Clinic Professor

A person being considered for promotion or appointment to the non-tenure-track rank of Associate Clinic Professor must be of good character and must have demonstrated a level of teaching proficiency, writing ability, and legal experience that provides clear and convincing promise that the candidate will eventually meet all of the standards for promotion to the non-tenure-track rank of Clinic Professor.

Ordinarily, an Assistant Clinic Professor who has completed two years of teaching in the Clinic merits consideration in the third year for promotion in the fourth year. Previous
experience, either as a member of a law faculty or as a lawyer engaged in other significant activity, may be taken into account so as to shorten the period of service required for promotion, upon the recommendation of the Clinic Hiring and Promotions Committee and with the approval of the Dean and the Vice President for Academic Affairs.

3. Clinic Professor

A member of the Law Clinic faculty who has rendered distinctive and outstanding service to clinical education and to the University may be considered for the non-tenure-track rank of Clinic Professor.

Ordinarily, an Associate Clinic Professor who has taught on a full-time basis for five years in Clinical Legal Education merits consideration for promotion to the rank of Clinic Professor in the sixth year, to be effective as of the seventh year of service. Previous experience, either as a member of a law faculty or as a lawyer engaged in other significant activity, may be taken into account so as to shorten the period of service required for promotion, upon the recommendation of the Clinic Hiring and Promotions Committee and with the approval of the Dean and the Vice President for Academic Affairs.

B. Norms for Appointment to the Rank of Clinic Professor

Clinic faculty being considered for promotion to or initial hiring at the non-tenure-track rank of Clinic Professor shall be evaluated pursuant to the following criteria:

1. Teaching

Since the education of Loyola Law students is the primary mission of the Law Clinic, it is essential that the Clinic faculty be effective teachers, demonstrating both the capacity and the commitment necessary to inspire and challenge their students.

It is not possible precisely to define each of the essential components of one's teaching ability. This is particularly true with respect to clinical teaching, since clinical methodologies are still evolving and being tested in a variety of classroom settings. It is, however, possible to enumerate factors by which clinical teaching can be evaluated. Clinic faculty should be judged for promotion to or hiring at the rank of Clinic Professor according to their demonstrated abilities and accomplishments in each of the following areas:

a. Innovation and imagination in the presentation of clinic skills materials;

b. Ability to utilize various methods for evaluating students' clinical performance and for providing effective guidance and feedback following such evaluation;
c. Ability to induce, stimulate, and require critical, thoughtful analysis of legal problems and implementation of courses of action to resolve problems within the parameters of appropriate client representation;

d. Ability to help students understand and deal with problems of professional responsibility which arise in clinical situations;

e. Ability to teach students how to evaluate their own work;

f. Maintenance of discipline and control of students in all clinical teaching situations;

g. Punctuality and consistence in all clinical teaching settings;

h. Knowledge of the substantive fields of law and the procedures applicable to the case load;

i. Ability to communicate clearly and effectively;

j. Enthusiasm for the goals of the clinic;

k. Ability to stimulate and maintain student interest in his or her assigned cases and in improving professional skills;

l. Ability to devise meaningful and fair student evaluation procedures;

m. Ability to relate and integrate practical and theoretical considerations;

n. Development of innovative teaching methodology;

o. Development of innovative research and writing techniques regarding teaching methods or other clinic-related skills;

p. Ability to train and supervise other faculty and professional staff in their teaching responsibilities;

2. Scholarship

Clinic faculty promoted to or hired at the rank of Clinic Professor are expected to have produced a high quality of written work, although the content and format of their work may differ from that produced by candidates for the ordinary tenure-track faculty. Publications may be in the form of briefs, memoranda, studies, statutory interpretations or proposals, regulations, teaching materials, or reports, if such writings are appropriate to advancing either the state of the law in the area in which the clinician is working or the
state of clinical teaching methodology. All such publications should reflect an active, inquiring, insightful, and open mind indicating that the clinician will continue to strive for personal and intellectual growth and development. While the traditional scholarship expected of ordinary tenure-track faculty is not a requirement for promotion for the non-tenure-track clinic faculty, any such scholarship will be viewed positively in connection with consideration for promotion.

3. Community Service

As in the case of tenure-track faculty, clinic faculty are expected to devote full time to their College of Law duties and commitments. In addition to the duties of teaching and writing, a clinic faculty member bears the responsibility of attending and participating in staff meetings and of being available to students to discuss their various needs. Activities outside the Law Clinic should include significant service to the community and the legal profession, which may be met by participation in professional organizations and governmental, charitable, or other community service activity.

4. Character, Integrity and Cooperativeness

These qualities, while essential, require no explanation. Clinic faculty are also expected to meet the professional responsibilities specified in Chapter Seven, Sections A and B, of the Loyola University Faculty Handbook.

C. Grandparenting of Incumbent Clinicians

With respect to Clinic faculty now (November 1988) employed at the Law Clinic,

1. Presently employed members of the Clinic faculty may elect, at any time, to be evaluated for appointment to an appropriate rank in accordance with the standards and procedures governing such appointments for the future hiring and promotion of full-time Clinic faculty;

2. The following "appropriate ranks" shall be recognized:

   a. Clinic Professor, in the case of presently employed Clinic faculty who have served on a full-time basis for more than five years in clinical legal education;

   b. Associate Clinic Professor, in the case of those who have served for more than two but less than five years, provided, however, that the Clinic Hiring and Promotions Committee be able to recommend the appointment to a more senior title than would be warranted by years of full-time service to the Law Clinic of someone who has had extensive legal experience prior to joining the Law Clinic.

CD. Arrangements for All Full-Time Clinic Faculty Who Are Appointed Under the Provisions of This Chapter

11A-4
1. Clinic faculty (except the Director) shall be considered as holding non-tenure positions. They shall be employed on the basis of Probationary Contracts (one-year, non-renewable, but subject to five one-year extensions, as determined by the Clinic Director, the Clinic Hiring and Promotions Committee, and the Dean) or Fixed Contracts (five years, presumptively non-renewable and but subject to extensions, in five-year increments, as determined by the Clinic Director, the Clinic Hiring and Promotions Committee, and the Dean). No fixed contracts will be terminated or fail to be renewed unless there is good cause as defined under Chapter 9.

2. Salaries shall be set by the Dean at levels he or she determines to be appropriate in light of all relevant factors, including the requirements of ABA Standard 405(e).

3. Clinic faculty will be eligible to apply for sabbatical leave on the same basis as the tenure-track faculty, and all such applications will be governed by the procedures and criteria set forth in Chapter Six, Section E, of the Loyola University Faculty Handbook.

4. Clinic faculty will be eligible to apply for research assistants, research and writing grants, and reduced teaching time for research on the same basis and according to the same criteria as govern the tenure-track faculty.

5. Clinic faculty will be expected to serve on such University or College of Law committees as the Dean, at his or her discretion, shall determine.

6. Clinic faculty may apply for authorization to teach any course in the College of Law curriculum and such requests may be granted to a member of the Clinic faculty upon approval of the tenure-track faculty and the Dean.

7. Members of the Clinic faculty may apply for appointment to the for ordinary faculty and will be evaluated according to the normal standards and procedures required of other candidates for such appointments.

8. The Clinic shall have a Hiring and Promotions Committee comprised of all Clinic faculty holding the rank of Associate Clinic Professor or Clinic Professor. The Director of the Clinic shall also be a member of the Clinic Hiring and Promotions Committee. Recommendations concerning initial appointments and promotions of Clinic faculty shall require a majority vote of the Clinic Hiring and Promotions Committee.

DE. Annual Review of Clinic Faculty Members Serving Under One-year Contracts

Each member of the Clinic faculty serving under a one-year contract is considered to be on probation. Each shall receive an annual written evaluation from the Clinic Director. This evaluation shall cover the strengths and weaknesses of the Clinic faculty member regarding fulfillment of those professional responsibilities as outlined herein and in Chapter 7 of the Loyola University Faculty Handbook.
**EF. Procedures for Review of Non-renewals of Probationary Appointments**

Procedures for Review of Non-renewals of Probationary Appointments will be the same as outlined in Section G of Chapter 4 of the Loyola University *Faculty Handbook.*

**F. Procedures for Notice of Termination and Termination**

Notice of termination and procedures for termination from Chapter 9 shall govern with regard to Clinic Faculty on Fixed Contracts and all references to Chapter 6 are hereby incorporated.

**G. Professional Rights of the Law Clinic Faculty**

Chapter 8 of the Handbook is hereby incorporated so that Clinic Faculty enjoy all professional rights afforded under the Handbook.