ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES

Thursday, May 14, 2015
Monroe Library, Seminar Room 4
1:00 – 3:00 p.m.

**Agenda**

1. Welcome and Introductions                             Fr. Braden, S.J.
2. Opening Prayer
3. Approval of Minutes of December 12, 2014                 Fr. Braden, S.J.
4. Core Discussion Items
   a. Fall 2015 Enrollment Projections                      Ms. Kaskel
   b. Faculty Handbook Revision                            Dr. Manganaro **ACTION**
   c. A Strategic Primer On College Student Mental Health   Dr. Petty
      Dr. Alicia Bourque
5. Program Highlights
   a. Student Government Association Report                 Mr. Sheppard
   b. Academic Affairs                                      Dr. Manganaro
   c. Student Affairs                                       Dr. Petty
6. Executive Session
Academic and Student Affairs Committee
Loyola University New Orleans Board of Trustees

Minutes of Meeting
December 4, 2014

Present: Michael Braden, S.J., Chair; Jim Caillier, Vice Chair, Enrollment; Rita Benson LeBlanc, Vice Chair, Student Affairs; Bentley Anderson, S.J.; Jim Bowler, S.J.; Sally Forman; Gail Jock; Rachel Kent; Stephen Landry; Gerald Ray; Bobbie Savoie; Paul Soukup, S.J.; Ileana Suquet; Carol Waguespack; Eileen Doll; Carol Ann Macgregor; Bud Sheppard; Marc Manganaro; Cissy Petty and Roberta Kaskel.

Guests: Gita Bolt, Alice Clark, Tony Decuir, Patrick Gendusa and Georgia Gresham

Opening of Quarterly Meeting
Fr. Michael Braden, S.J., Committee chair, opened the meeting with a prayer at 1:00 p.m. on Thursday, December 4, 2014, in Monroe Library, Seminar Room 4.

Approval of Minutes
The minutes of October 19, 2014, were approved as submitted.

Implementation of New Federal Regulations on Handling Sexual Assaults
Dr. Petty gave a presentation on legal issues related to sexual violence on college campuses. She discussed the federal law, the White House response to protect students from sexual assault, and Loyola’s policies, training, education, advocacy and reporting. In September 2014, Loyola launched the “It’s on Us” campaign to recognize that non-consensual sex is sexual assault, to identify situations in which sexual assault may occur, to intervene in situations where consent has not or cannot be given, and to create an environment in which sexual assault is unacceptable and survivors are supported. Loyola has updated its policies and procedures regarding sexual misconduct, violence, discrimination and harassment. The entire presentation was posted on the Board of Trustees Blackboard site.

Enrollment Management Update
Ms. Kaskel gave an update on enrollment management. The office recently completed installation of a new customer/client relations management (CRM) system, Slate by Techolutions. With the new system, enrollment management has adopted Slate’s standardized definitions for what constitutes an application throughout the various stages of the admissions process. A report on applications to date was distributed and discussed.

Strategic Plan Implementation
Dr. Manganaro reported that the Strategic Planning Team is meeting regularly to monitor progress with implementing the top five high-priority action plans. He and Dean Locander are working with the deans on deploying the university plan into the colleges.
Proposed Restructuring of Colleges
Dr. Manganaro gave an update on the proposed restructuring of the colleges. The Advisory Committee on College Restructuring is finishing up its recommendations to submit to him and Fr. Wildes. He said the recommendations of the advisory committee will include dissolving the College of Social Sciences and integrating undergraduate departments into the College of Humanities and Natural Sciences. The advisory committee was split in its recommendation on the placement of the School of Mass Communication (SMC), whether it should be a standalone unit or housed in a college.

Proposed Bachelor of Arts in Theatre Arts and Musical Theatre
Dr. Manganaro along with Dean Decuir and Professors Gresham and Gendusa presented a proposal for a new Bachelor of Arts in theatre arts and musical theatre. This new program represents great collaboration between the Theatre Arts Department and the School of Music and builds on existing strengths and resources. On the motion of Dr. Caillier, Trustees unanimously recommended approval of the new program.

Honorary Degree Nominations
Dr. Manganaro presented two nominations for honorary degrees. On the motion of Mrs. Suquet, Trustees unanimously recommended approval of the nominations.

Program Highlights
Student Government Association
Mr. Sheppard gave an update on the accomplishments this fall of the Student Government Association (SGA). Highlights included ratification of a new SGA constitution, participation in the “It’s on Us” campaign to combat sexual assaults, the allocation of resources to support campus activities, and hosting notable events. Details were provided in a handout that was also posted on Blackboard.

Academic Affairs
Dr. Manganaro reported on five articulations that are being developed with local and regional community colleges. The first signed agreement was received yesterday with more expected by the end of December. All students enrolled under the articulation agreements will take all the upper Common Curriculum requirements in which they will be exposed to a Jesuit education. A comprehensive report of accomplishments in Academic Affairs was included in the Board book.

Student Affairs
Dr. Petty reported that students are very involved in and concerned about social justice issues. She discussed a recent panel discussion on the events in Ferguson, MO and New York. Additional events and activities are being planned. A comprehensive report of accomplishments in Student Affairs was included in the Board book.

At 2:45 p.m., the Trustees adjourned to executive session.
FACULTY HANDBOOK REVISION
To: Kevin Wm. Wildes, S.J. 
President

From: Marc K. Manganaro 
Provost and Vice President for Academic Affairs

Date: April 24, 2015

Subject: Faculty Handbook Revision for Board Approval, May 14-15, 2015

A revision in the Faculty Handbook has been submitted to your office for approval by the Board of Trustees at their meeting on May 14-15, 2015. The revision is in Chapter 4, Section A-5, University Professor.

This revision was first proposed by the University Rank and Tenure Committee (URTC) in the Fall of 2014. The intention of the URTC revision is to clarify the process by which University Professorships are awarded. In particular, the URTC wants to clearly specify the application process and the materials required for committee review and consideration. In addition, the roles of the President and Provost in the nomination and decision-making process were clarified.

Details of the revision will be in the Academic Affairs section of the May 2015 Board meeting book.
5. University Professor

University Professor is a rank that may be awarded in extraordinary circumstances to honor a Loyola Professorperson who is highly distinguished in his or her profession. It falls directly under the jurisdiction of the Provost and Vice-President for Academic Affairs, and does not affect the salary pool of any college. It is a rank shall be permanent for any ordinary faculty member who has served at Loyola, appointment for as long as the recipient is employed fulltime by the University. The qualifications for appointment to this rank should parallel those for promotion to the rank of Professor (see Chapter 4, Section A Part 4), but with greater distinction. All three areas (teaching, research, and service) must be considered; excellence in a single category is not sufficient for appointment to this rank.

A University Professor may be nominatedappointed, from time to time, by the President or Provost and Vice President for Academic Affairs in consultation with the dean and affiliated department(s). A letter of nomination from the Provost, a letter from the candidate, his or her curriculum vitae, and letters of support from the dean and department(s) will then be forwarded to the University Rank and Tenure Committee for consideration. The final decision will be made, with the advice and consent of the University Rank and Tenure Committee, by the President.

in consultation with the dean and department(s) where the primary affiliation or joint affiliations rest. A University Professor may offer courses in any College with the approval of the Dean and departmental faculty of the College concerned.

If a department line should be used for a University professorship and the line is withdrawn from the department, the department would be credited with a reimbursed tenure-track line.

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A STRATEGIC PRIMER ON
COLLEGE STUDENT MENTAL HEALTH
This report is the product of a year-long partnership between NASPA: Student Affairs Administrators in Higher Education, the American Council on Education, and the American Psychological Association focusing on student mental health issues. Responding in part to President Obama’s call to launch a national conversation to increase the understanding and awareness about mental health, the partnering organizations, in collaboration with the lead authors, advisory committee, editorial group, and the organizations and institutions they represent, reviewed trends in college student mental health and sought out examples of practice that contribute to student well-being. We know that mental health continues to impact students in course learning and campus engagement. It is our collective hope that through increased awareness and collaboration, institutions of higher education can continue to serve all students and support their learning and development.

Cover photo courtesy of ACE member institution Northwestern University (IL).
We want students to learn and grow during college. Parents, employers, and the public expect that college graduates will have acquired knowledge and certain qualities, skills, and abilities, including cognitive, career, and practical competencies. They will demonstrate competency in critical thinking, communication, teamwork, resiliency, and problem solving. They will be committed to personal and social responsibility, intercultural competency, and civic engagement, and possess the ability to apply learning across multiple fields and in many dimensions (Association of American Colleges and Universities 2007). A graduate who has developed those qualities is ready for success in life and work.

The kind of learning that helps students achieve those outcomes is not just memorization, and it takes more than simply sitting in class or cramming for tests at the last minute. True higher learning demands a lot of students—it demands real and sustained engagement with learning experiences inside and outside the classroom. To take full advantage of the opportunity of higher education, students have to do far more than just show up.

Mental and Behavioral Health Problems Are Learning Problems

Given what it takes to be successful in higher education—and later, in life and work—students have to be ready to learn—in a state of physical, psychological, emotional, intellectual, social, and spiritual well-being. Mind, brain, and body must be in shape for and open to learning experiences. How prepared students are for learning determines how much and how well they learn, and influences persistence, retention, and graduation. We want every student who starts college to graduate, and every graduate to experience all that higher education can offer—so we must pay attention to students’ well-being.

Learning is the outward evidence of changes that happen in the microscopic anatomy and functioning of the brain in response to new information acquired through a variety of learning experiences. The overall state of an individual’s health affects the ability of his or her brain to create or modify connections and networks among neurons, which is the critical first step in learning. Factors that influence any aspect of well-being can affect the state of brain—and therefore the state of mind—of learners. Mental health problems (notably stress, anxiety, and depression) and harmful health behaviors such as substance abuse can impair the quality and quantity of learning. They decrease students’ intellectual and emotional flexibility, weaken their creativity, and undermine their interest in new knowledge, ideas, and experiences. Mental and behavioral health problems are also learning problems.

For example, what we often observe in students who are depressed—flattening of their interest, affect, appetite, attention, and motivation, along with difficulty sleeping or concentrating—is mirrored in the findings of brain science. Depression, which is a frequent and significant challenge among college and university students, reduces the brain’s ability to enhance or expand networks of neurons, and good treatment of depression can reduce those losses. Depression is also associated with significant decreases in the brain’s response to stimuli that should prompt learning, and anxiety, depression, and mixed anxiety and depression all impair memory. Researchers have documented both functional and structural effects of depression in the brain, including suppressed activity in areas that are responsible for the formation of new memories. Depression makes the brain less efficient: more brain resources must be mobilized and utilized for any given task than is true in people who are not depressed. Academics suffer.
Students who are depressed can be expected to learn less, not to learn as well, and to learn more slowly than their peers. Data from several postsecondary-based studies show the academic consequences: depressed students, whether male or female, and whether they are undergraduates or graduate students, have lower grade point averages (GPAs) and blunted levels of academic persistence and achievement compared with their peers who are not depressed. Those effects are compounded for students with mixed anxiety and depression. About 70 percent of the students who use counseling services at their college or university report that their personal problems have had an impact on their academic performance, and 20 percent have considered withdrawing from school because of those problems. Social and emotional adjustment difficulties predict attrition as well as, or better than, academic adjustment difficulties.

The academic consequences of excessive alcohol consumption are also strikingly negative. More frequent and intense drinking is associated with significant reductions in academic performance. The use of other drugs can also undermine academic success; students who use marijuana in a chronic, heavy pattern throughout all four years of college are twice as likely as minimal users to have discontinuous enrollment or episodic enrollment patterns throughout their college experience.

A key component of well-being is resilience—the ability to recognize, face, and manage or overcome problems and challenges, and to be strengthened, rather than defeated, in the process. A resilient person copes with trouble or trauma and bounces back. Resilience protects psychological well-being and is an indicator of its presence. Learning experiences of all kinds, from academic courses to student employment, help students develop this ability to deal with stress and adversity in mature and healthy ways. Resilient graduates better navigate today’s uncertain and volatile economic, employment, and career environments. Challenges to health and well-being undermine resilience by amplifying the scope and scale of life problems with which students must cope. Less resilient students take fewer intellectual and creative risks; they are poor partners for other students in group learning situations. Challenges to well-being, resilience, and readiness to learn are mutually reinforcing; resilient students learn more and better, and graduate as more prepared and adaptable workers and citizens.

Recognizing that mental and behavioral health problems are also learning problems has important implications. Whether the student is an adult enrolled in a community college, a veteran returning to civilian life at a state college or university, or a freshman adjusting to the rigors of an elite private institution, feeling completely overwhelmed or depressed impedes the learning process. Managing a complex life with many competing demands is hard for all students. Imagine how effectively these students with unrecognized and untreated depression will learn in courses, internships, and leadership development experiences.

Students who may feel “different” and therefore marginalized in the total student population (e.g., by race, ethnicity, sexual orientation, gender expression, country of origin, age, or veteran status) may have even more difficulty reaching out for help from the institution. Providing culturally competent services and active outreach to specific populations is vital to helping all students seek help when needed.

The Engelhard Project for Connecting Life and Learning

The Engelhard Project at Georgetown University (DC) is a curriculum infusion model connecting health and well-being issues with the intellectual content of traditional courses. It integrates health and personal issues into the learning experiences of students. Faculty assign focused readings and reflective writing assignments, and invite health professionals to join classroom discussion. Examples include a math modeling course focused on blood alcohol levels and risks to student health and decision making, and a foundational biology course focused on genetic predispositions to mental health issues which encourages students to make connections to the biological and physio-emotional underpinnings of mental health. To date, it has incorporated over 225 courses, 7,500 students, 66 faculty, and 28 health-care professionals.

For more information, please visit cndis.georgetown.edu/engelhard/featured-faculty.
Better learning outcomes and higher rates of postsecondary completion will not occur through attention to curriculum and pedagogy alone. The learner matters in the learning, and attention must be paid to every learner’s readiness to learn. Colleges and universities cannot ensure high-quality learning—and therefore cannot achieve their mission, accomplish their goals, or serve their valuable social, economic, and civic purposes—without attending to the mental and behavioral health concerns of their students. We cannot effectively educate students or prepare them to be leaders, innovators, and entrepreneurs without responding to the factors that affect their ability to learn. Recognizing and treating anxiety and depression, effectively managing stress and behavioral health problems, and improving the quality of the learning environment can all be expected to strengthen learning outcomes for students of any age and in any context.

The work of college and university health and counseling centers matters a great deal in addressing these critical issues. Though services offered in these health and counseling centers vary depending on institutional type, mission, resources, and student demographics and characteristics, a typical range of services includes rapid initial assessment and triage; individual and group therapy; crisis intervention and postvention; and psychoeducational and population-based prevention programming. Consultation with faculty, staff, families, and peers at both individual and organizational levels is also essential work. While many professionals on campus—student affairs staff, faculty, advisors, and others—have key roles in ensuring student well-being, the counseling center is at the very heart of an institution’s work on mental and behavioral health.

Multiple studies have found an increase in student persistence and retention associated with counseling services. Students who participate in counseling report improvements in their satisfaction with their quality of life—a more predictive measure of student retention than GPA alone. But almost two-thirds of students who meet the criteria for depression do not get help, and only about 4 percent of students with a history of alcohol-use disorder in the past year receive services of any kind. One strategy to identify students who may be struggling involves screening in health or counseling-center settings—but screening cannot happen unless students go to health and counseling services (even for unrelated issues) to be detected.

Therefore, many campuses use other forms of intentional, strategic outreach to students who may be on the radar of faculty, police, residence life, or other student life offices after a distressing event or incident. Outreach can be used to check in with the student, assess needs, discuss resources, and make connections to follow-up care as indicated.

The need to provide care for students with serious psychological problems and to ensure safety on our campuses often dominates discussions about mental health in higher education. Campus counseling centers experience high demand and struggle to ensure access, meet clinical needs, and respond effectively to crises. But effective clinical services for students with recognized mental and behavioral health problems will not alone promote learning and create a healthy campus environment. Mental and behavioral health is a critical component of well-being for all students, and having a campus culture and learning environment that supports healthy minds is a core need deeply centered in the mission of every institution of higher education. The best way for colleges and universities to nurture resilience among students is to promote health and well-being, especially mental and behavioral health, at both individual and community levels.
Difficult and traumatic things will inevitably interfere with college and university life. The death of a student in an accident or from illness, sexual assault and other violence, various natural disasters, alcohol- or drug-related deaths, and suicides or homicides create individual and community trauma. Mental and behavioral health professionals help the victims and the community heal by responding not only to students and others who are immediately affected, but also to their friends and classmates and the community as a whole, with immediate crisis intervention, psychological first aid, and ongoing counseling support.

Mental and Behavioral Health in College: Enduring and Emerging Issues

There are increasing needs for mental and behavioral health services on college and university campuses for both new students who arrive with documented psychiatric disabilities and other students who are coping with traumatic life issues, stress and anxiety, depression, and emerging mental and behavioral health illnesses. The Center for Collegiate Mental Health (2012), which collects data from more than 120 counseling centers, reports that about half of students who use counseling are new to mental and behavioral health services, but about a third of them have ongoing issues; students who enter postsecondary institutions with diagnosed mental health disorders often have additional challenges with the transition to college or university life.

College is expected to be hard and to create stress. Some level of stress may be motivating to maintain focus and sustain persistence. But overwhelming levels of stress, anxiety, and depression, as evidenced by panic attacks, feelings of hopelessness, and suicidal thoughts, are detrimental to academic performance and success. Data from the 2013 National College Health Assessment II indicate that about one-third of college students across the United States had problems functioning because of depression in the last 12 months; almost half said they had felt overwhelming anxiety in the last year, 20 percent said they had seriously considered suicide in their lifetime, and 5.8 percent said they had attempted suicide. The same survey showed that four of the top five “substantial obstacles to their academic success” were sleep difficulties, stress, anxiety, and depression.

Behavioral health issues such as binge drinking, drug use, cutting and other self-injurious behavior, eating disorders, pornography addiction, and problematic gambling can all be understood as maladaptive strategies to reduce stress and anxiety. Several of those behaviors—notably binge drinking—are reinforced and supported in the social culture of many colleges and universities. Although it is possible that students can self-medicate, and attempt to alleviate unwanted symptoms by turning to substance use, it is also true that substance abuse is frequently associated with negative personal, social, and community consequences, from regretted actions while intoxicated to “hooking up.” Costs to colleges and universities for these behaviors are not limited to the effects on the student who uses; they also include impacts on their communities, property damage, and crime. Alcohol abuse is a major component in intimate partner violence, sexual assault and rape, and suicidal behavior. Substance use disorders and other mental health issues can co-occur, as shown in the National Epidemiologic Survey on Alcohol and Related Conditions.

As noted by numerous sources, the population demographics in the United States are changing. California now has no “majority population,” and the demographics of those attending college are changing as well. When any nation chooses to educate a significant portion of people who are the first in their family to attend college, extra support is needed to nur-
ture and foster success. In fact, college and university counseling centers as we know them were established in the late 1940s to assist the large number of World War II veterans using their benefits to attend college. Having connected on-campus support for academic, career, mental, physical, and behavioral health issues is vital to both retention and persistence to graduation.

As in the post-World War II era, colleges and universities are currently encouraging military learners (including veterans, along with those on active duty and in the National Guard) to take advantage of their educational benefits. Many face the challenges of injury, post-traumatic stress, and traumatic brain injury. Adjustment from a military environment to the less formal campus culture can be quite difficult. Providing mental and behavioral health services within a veterans’ center or focused programming for military learner support can improve their functioning and learning in college.

Many colleges and universities are actively recruiting students from around the world. Adjustments of international students to U.S. campus norms, from appropriate classroom interactions to dating “American style,” can be challenging. Like their domestic peers, some have previous mental health issues; others face mental and behavioral health challenges for the first time thousands of miles from their home and family support. International students from many cultures are less likely to utilize existing mental and behavioral health services. Providing culturally competent care is vital to their success.

Students with autism spectrum disorders, including Asperger’s syndrome, also have important needs. Early identification, treatment, and effective accommodations before matriculation can prepare these students for the academic rigors of higher education. Social skills deficits, however, are often problematic for students participating in the classroom, learning in groups, engaging in student organizations and activities, and living in residence halls. Collaboration among several campus offices is necessary to respond to the needs of these students and promote their learning and retention.

### Mental and Behavioral Health and Campus Safety

Millions of college and university students negotiate the typical issues of academic success and failure, financial pressures, roommate and partner disputes, family concerns, and career challenges, and worry about the post-collegiate future, without any lasting harm to themselves or others. Most students are, or learn to be, resilient. But some students have serious problems—brought with them to college or developing while there—that can be destructive to themselves and others (Higher Education Mental Health Alliance 2011).

Sexual assault and interpersonal violence are currently receiving intense attention in the national dialogue about health risks in colleges and universities. There are policy, adjudication, counseling, and educational aspects to preventing and responding to dating violence, domestic violence, sexual assault, and stalking. Continuing the work of supporting survivors and ensuring a safer campus is an imperative in higher education.

Gun violence is an urgent, complex, and multifaceted societal problem that occasionally affects college and university campuses. A complex and variable constellation of risk and protective factors make persons more or less likely to use a firearm against themselves or others. Though mass shootings are a relatively rare event (.001 percent of all firearm-related deaths in the United States, according to the Centers for Disease Control), they are tragedies with horrible consequences for students and their families as well as for campus commu-
nities. There is no consistent psychological profile or set of warning signs that can be used reliably to identify individuals who may commit mass shootings. A more promising approach is the strategy of behavioral threat assessment, which is concerned with identifying and intervening with individuals who have communicated threats of violence or engaged in problematic behavior indicating plans or preparation to commit a violent act.

Violence prevention on campuses requires primary prevention, consisting of efforts to promote healthy development and positive behavior in the general population; secondary prevention, including judicial sanctions, conflict mediation, and motivational interviewing for individuals and groups who have exhibited problematic behavior; and tertiary prevention, which includes intensive services for individuals who have engaged in threatening and/or aggressive behavior, as part of a specific strategy to mitigate risk.

Increasingly, campuses depend on behavioral intervention teams that promote coordination and communication across campus. Early identification of problematic behavior and effective intervention to mitigate risk by decreasing risk factors and promoting protective factors, combined with immediate access to counseling and psychological services on campus, are essential. Nonetheless, administrators in all kinds of institutions of higher education face difficult decisions in balancing the safety and support for disturbed and disturbing individuals with the safety and support of the greater campus community.

An important element of a culture of care and an environment of safety on campus is access to mental and behavioral expertise for faculty, staff, families, and peers who are concerned about a student. A classroom instructor may be concerned about the disruptive behavior of a student; parents may be worried about their child’s despondency and despair after a breakup; resident advisors may have noticed alcohol abuse by a student in their residence hall; or a dean may be concerned about a student who will not graduate, but has invited his parents to the graduation ceremony. With the infusion of social media into student culture, concern can arise in many contexts—disturbed and disturbing students can exhibit problematic behavior in multiple ways, including interactions with friends, stray comments in class or elsewhere, texts, tweets, Facebook posts, and hotline calls. A typical consultation with a mental health professional would involve a careful review of the current behavior, any knowledge of past concerns, and assistance in referral to the appropriate resource. Both solid mental health expertise and knowledge of the local institution’s policies and resources are necessary.

Conclusion: Creating a Healthier, Safer Campus

Given the complex relationships among mental health, problematic health behaviors, learning, campus safety, and the quality of the learning environment, mental and behavioral health should be a strategic priority on every campus.

Mental health professionals lead efforts to understand and respond to the needs of students with psychological, emotional, and behavioral concerns—but not all students who could benefit from mental or behavioral health services will come to the counseling center today, or any day. Students may not recognize the need for or recognize the availability of available services.

Therefore we also need a larger web of caring services and programs of outreach, education, and prevention that, taken together, achieve several important goals:

1. Eliminating fragmentation and improving access in supporting students’ health, well-being, and learning

Behavioral Intervention and Care Teams

Behavioral Intervention and Care Teams provide both intervention and prevention and improve safety through proactive, collaborative, coordinated, objective, and thoughtful strategies. They help identify, assess, intervene in, and manage situations that pose or may reasonably pose a threat to the safety and well-being of the campus community. They do so through referrals from faculty, staff, students, and all members of the campus community. These teams are inter-professional and cross-disciplinary, engaging police, mental health providers, student affairs staff, health-care providers, and other partners.

To learn more about successful implementation strategies for behavioral intervention and care teams, please visit www.hemha.org.
2. Recognizing patterns in campus life that suggest the presence of mental and behavioral health concerns among individual students, groups of students, or the campus environment itself

3. Providing outreach education and consultation to prepare all members of the campus community to recognize and respond to students with mental or behavioral health concerns

4. Emphasizing case-finding—using surveys, presentations, self-assessments, activities, and special events—to identify students whose lack of psychological well-being is interfering with their development, learning, and achievement

5. Nurturing a supportive tone and attitude about mental health in campus culture to challenge stereotypes about mental health problems, undermine prejudices and stigma about counseling, and provide encouragement to students to reflect on their own mental health and seek services when needed

Colleges and universities should train professional staff who provide academic advising, counsel students who intend to withdraw from the institution, or provide leadership to student groups and organizations to recognize signs of distress and dysfunction. Monitoring occurrences of injury, admission to detoxification facilities, sexual assault and relationship violence, academic and personal withdrawal from school, delay in graduation, significant drops in course load, and unexplained swings in GPA—not just more traditional mental health indicators—is important.

More counselors may be required, as well as better collaboration between primary care and mental and behavioral health-care services; such coordination serves to promote a holistic, integrated approach to delivering health care. Students with mental health problems may seek help first in primary care, and we can strengthen the resources of primary care providers to recognize, respond effectively, and/or refer students with mental and behavioral health problems. Fundamentally, we need a web of caring services that makes it more likely that students who experience symptoms or consequences of a mental or behavioral health problem, whether those symptoms are personal, social, or academic in nature—will “stick” somewhere and find their way to one of the entry points for mental and behavioral health care. In this way we can help produce better health and more positive academic outcomes for the greatest number of students possible.

Providing this connected culture of care will maximize learning and produce resilient and healthy world citizens that we are all proud to graduate.
Authors

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References and Resources


ACADEMIC AFFAIRS

Program Highlights
OFFICE OF ACADEMIC AFFAIRS REPORT TO THE BOARD OF TRUSTEES
May 14-15, 2015

To: Board of Trustees, Loyola University New Orleans

From: Marc Manganaro, Provost and Vice President for Academic Affairs

Date: April 24, 2015

The Provost’s Report for 2014, which is sent to our rankers, peer institutions, AJCU institutions and others, was completed and distributed this April. The 2014 report features a few snapshots of our faculty and student collaborations that exhibits the leading strengths that make our university distinctive. The report is available to all audiences online at http://academicaffairs.loyno.edu/provosts-report

I am also pleased to present the following highlights of faculty and staff accomplishments in the colleges and units of Office of Academic Affairs since our last report to the Board in March 2015:

COLLEGES

College of Business

- The University Courses & Curriculum Committee (UC&CC) has approved a proposal from Dr. Felipa Massa (Management and Entrepreneurship) and the Center for Entrepreneurship and Community Development for a new Entrepreneurship minor available to any Loyola student, to commence in Fall 2016 following subsequent approvals. The minor would consist of introductory coursework in business, core coursework in entrepreneurial finance and innovation / ideation, and interdisciplinary elective coursework from a range of disciplines. No net new resource need is anticipated, given Center Director Jon Atkinson’s faculty status and associated teaching load.
- Student interest in the new Business Analytics major and minor has been very high. Around 6-10 current students have already had appointments with faculty and staff advisors to explore the possibility of adding a double major or minor in analytics starting in the Fall.
- In support of continued growth in MBA applications, the Office of Graduate Programs will offer two free GMAT “Boot Camp” sessions in late April targeting prospective students who need assistance on preparation for this application requirement.
- A team of Loyola MBA students participated in New Orleans Entrepreneur Week in support of local entrepreneur Justin Bayer and his organization Welcome To College, an online resource which helps colleges identify, connect with, and retain students who have a meaningful fit with their school and a high probability of success. The organization also offers college visit and college selection resources for students.
College of Humanities and Natural Sciences

- Three extraordinary faculty in the sciences have developed a STEAM (Science Technology Engineering Arts and Mathematics) camp to take place in June of 2015. This camp was developed initially in response to a request from the President of Ben Franklin High School.

Bobet Fellowships

- HNS has awarded Bobet Fellowships in support of faculty research and faculty/student collaborations for the last 15 years. This spring 11 faculty will receive Bobet Fellowships. Seven of these Bobet Fellowships involve faculty/student collaborations; two involve creative teaching projects; and two more involve the creation of a STEAM (Science Technology Engineering Arts and Mathematics) summer camp for high school students.

Chemistry

- Heather Renfro and Caleb Gallops, Chemistry Seniors, are the initial recipients of the Kent Endowment Award

Classics

- Dr. Connie Rodriguez was awarded the Martha and Artemis Joukowsky Distinguished Service Award from the Archaeological Institute of American at their annual meeting in January 2015. The Joukowsky Award recognizes those who have, through their sustained and exceptional volunteer efforts, increased public awareness of the AIA’s mission to foster an understanding of the human past and to further the practice of ethical archaeology.
- Dr. Karen Rosenbecker was awarded the 2014-2015 Excellence in College Teaching Award from the Classical Association of the Middle West and South. CAMWS is a national organization and the annual The Excellence in Teaching Award recognizes outstanding teaching at the college and university level.
- Dr. Wayne Rupp was invited to participate in the annual Greek Pedagogy panel at the annual meeting of the Classical Association of the Middle West and South in March 2015. Dr. Rupp’s paper was entitled “From the Ground Up: Building a Greek Curriculum.”

History

- The 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, was approved on April 14, 2015 by the Standing Council for Academic Planning.
- History senior Mara Steven was the initial recipient of the Sonia Bordes Memorial Endowment award.
- This semester Dr. Rian Thum taught a new course, built around a 7-week-long simulation/role-playing game, in which students compete in a court setting to influence the policy decisions of a Ming-dynasty Chinese emperor. The game element has created a level of student engagement beyond anything Dr. Thum had ever seen before. The
simulation has stoked student interest in topics that are normally hard to get students excited about, such as tax policy, the effects of factionalism, and the role of Confucianism in shaping policy decisions. For example, one day a student interrupted the proceedings to describe (and diagram on the board) an ancient tax system she had discovered in her personal readings and research.

College of Law
The College of Law has launched a new initiative, the Incubator Program, for recent Loyola law graduates working in a social justice oriented solo practice in the Greater New Orleans area. The program supports five self-employed Loyola Law School recent graduates while addressing, through a pro bono requirement, the need for increased affordable legal services for low income and moderate means people. Incubator Program participants receive free office space in the Stuart H. Smith Law Clinic and Center for Social Justice to independently operate their own law firms. The first year of the two year pilot program will run from January 2015 through December 2015 and the following participants have been selected: Lori Noto Alphonso ’12, Jonah A. Freedman ’13, Anna Lellelid ’13, Nadia G. Madary ’13 and Peter D. Russell ’14.

A key component of Loyola’s Incubator Program is training new attorneys who are committed to addressing the unmet legal needs of low income and moderate means people while building law practices that will continue to serve those populations over time. The Incubator Program includes a requirement that at least of a quarter of participants’ time be spent on cases that fall into the “justice gap,” those are at or below two hundred per cent of the poverty line. Participants receive a modest stipend to support the year of pro bono work.

With law faculty expertise from Incubator Program Director Professor Davida Finger and a strong alumni base from which to draw mentors and advisors, the Incubator Program provides best practices training to our new lawyers. In partnership with the Office of Skills and Experiential learning, the Incubator Program will provide regular skills courses to participants to support development of the solo practice/social justice path including instruction in law practice management, ethics, and professionalism. The College of Law was one of seven programs from around the country to receive a grant for the Incubator Program from the American Bar Association’s Legal Access Job Corp initiative for, “innovative ways to address the legal needs of poor or moderate-income individuals.”

The demand from graduates is great; an increasing number of law graduates are interested in combining social justice and solo practice especially in the context of challenging employment rates. The Incubator Program will go a long way toward teaching law graduates while providing a critical service in the local community for low and middle income people who cannot otherwise afford attorneys and access to justice. The Incubator Program is housed in the third floor of the Broadway Building, for more information see http://www.loyno.edu/lawclinic/incubator-program.

College of Music and Fine Arts
School of Music
• The School of Music is actively pursuing the creation of artists in residence for solo violinist Nadja Solerno-Sonnenberg. The Resident Artist Program has a target budget of
$250,000 to $300,000. At this time, we have collected a quarter of the funds. Three donors have been contacted.

- Bryan Hymel’s CD release event was a tremendous success. In recent months, 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 newly renovate Nunemaker Hall also was a success.

Art and Design
- The Design Department submitted a degree proposal to the college curriculum committee on interactive design. The degree was approved by all University committees and is slated to enroll students in Fall, 2016.

Music Industry Studies (Department of Film and Music Industry Studies)
- In the near future, the name of the Music Industry Department will be changed to the Department of Film and Music Industry Studies. It is the belief among the faculty of that department that the Department of Film and Music Industry Studies better describes the department.
- The two new degree programs approved last fall - Digital Filmmaking and Popular and Commercial Music - are enrolling students for fall 2015. Auditions for admissions into those new degrees, as well as faculty and staff hiring, are in progress.

Theater Art and Dance
- The new degree in Theatre and Musical Theatre also created last fall is auditioning and accepting students.

College of Social Sciences

School of Mass Communication
- The School of Mass Communication has begun a multi-platform news service called “Loyola News Service.” Students report, shoot and edit stories that are published by Nola.com — the digital site of the Times Picayune. This year alone more than 40 articles have been published by our students at Nola.com. See for example: http://www.nola.com/katrina/index.ssf/2015/03/hurricane_katrina_racquel_washingto n.html Student work is also scheduled to appear as part of a package for National Geographic Travel, the online arm of the National Geographic Society.
- The School’s 2015 PRSSA (public relations) Bateman Case Study Competition team has once again been selected as a top 3 finalist in the country. They now go on to compete for the top spot in May. Loyola’s Bateman has placed in the top three of the competition in 13 of the past 14 years and has won more national championships than any other university in the country.
- The Loyola Advertising Team took second place in the regional of the National Student Advertising Competition with an ad campaign for Pizza Hut. Advertising student Alexander Olivier received “best presenter” in the region.
- The Columbia Scholastic Press Association gave The Maroon its “Gold Crown” award -- its highest honor. The Maroon is the only weekly newspaper in the nation to receive that award -- based on writing, editing, design, content, concept, photography, art and graphics. So far this year, The Maroon has been named the Fifth Best college paper in
the nation by Princeton Review, received All American Honors from the Associated Collegiate Press, and has won more than 30 national and regional awards for journalistic excellence.

- The New Orleans Chapter of the Public Relations Association of Louisiana named Professor Valerie Andrews Educator of the Year. She will now compete at the state level.

School of Nursing
- The SON hosted the DNP intensives week where newly admitted students were oriented to the program and engaged in preliminary educational activities; returning students evaluated the program and engaged in educational activities; and graduating DNP students presented their capstone projects.
- Loyola SON hosted the first annual Tri-State Transcultural Nursing Society (Mississippi, Alabama, and Louisiana) for this newly developed chapter.
- Warren Hebert, 2015 DNP graduate, is recipient of the Graduate Student Ignatian Award
- Dr. Laurie Anne Ferguson was selected as a 2015 fellow in the American Association of Nurse Practitioners (FAANP).

Monroe Library
- Dean Poole was elected to the board of the Louisiana Digital Consortium which coordinates access to historical digitized resources via the Louisiana Digital Library.

Online textbook initiative update
- Electronic Alternatives to Textbooks for Your Students A Learning with LOUIS Webinar by Jim Hobbs & Teri Gallaway, March 23, 2015. Learn how Loyola librarians worked with teaching faculty to provide alternatives to purchasing expensive textbooks for students. Click here to access the recorded webinar: http://connect.lsu.edu/p10iebm1lq1/

Library Learning Commons
- To improve the students experience, the Learning Commons Team has improved the study room waiting list system using Google Forms and Google Voice. Group study rooms are in high demand by our students so much there is a waiting list for students. The Learning Commons Team has transferred the waiting list to Google Forms. Students enter their information on a laptop stationed at the desk, and when a room is available, staff send the student a text message through Google Voice. These improvements to the student experience have been well-received.
- The Learning Commons is piloting our first ever technology help form. Library faculty, staff and student employees will collaborate to track the types of questions being asked at the LC. We will use this data to inform staffing decisions, identify training opportunities and technology improvements in the library.

Special Collections & Archives
- Images from the Joseph-Aurélien Cornet, F.S.C., Collection are being used by historian James Mokhiber, Ph.D. to create a video with Loyola professor Daniela Marx for the NOMA exhibit “KONGO ACROSS THE WATERS” (http://www.noma.org/exhibitions/popup/89)
• Special Collections and Archives Coordinator, Trish Nugent and Digital Initiatives Librarian, Elizabeth Kelly presented “Archives, Instruction, and Satisfaction: Improving Special Collections Services by Assessing the Classroom Use of Archival Materials” as part of the panel “Covering Many Bases: Archival Innovation in Access, Reference, and Teaching” at the Louisiana Historical Association annual meeting on March 5 in Lafayette, Louisiana.
• Photographs from the University Archives were used in the athletics video created by Elektrik Zoo for fundraising.
• The New Orleans Province Jesuit Archives are housed in the Monroe Library. The collection dates from the return to Louisiana of the Jesuits in 1836. Several scholars used the collection this spring. A profile of the New Orleans Jesuits has gone to press and should be available later this spring. Photographs from the collection will be included. We are in communication with the Jesuit Archives of the Central United States in Saint Louis.

Media Services

• Media Services will soon provide a new device to instructors called a Crestron Air Media. It enables wireless access to a projector or monitor from a laptop, notebook/tablet, or smart phone.
• Media Services assisted the Harvard School of Public Health by providing videoconferencing services to Dr. Felton Earls in his participation in Harvard’s live, web-streamed program, "The Forum: Race, Criminal Justice and Health". Dr. Earls is a Harvard School of Public Health professor who is in New Orleans doing consulting work for the city. More information is available here: http://theforum.sph.harvard.edu/events/race-criminal-justice-and-health/ and http://theforum.sph.harvard.edu/about/.

University Honors Program

• Graduates: In August, 2011, we began the year with 42 first-year members of the Honors cohort of 2015. On May 9, we will graduate 44 students from the University Honors Program. Prior to that date, each UHP senior will have presented his/her senior thesis research or creative activity at the UHP Thesis Celebration (April 14, 2015), a departmental thesis symposium, as part of a CMFA recital, at the Peace Conference, or at a national or regional conference.
• 2019 Honors Cohort: We will not know how many accept our offer until the first week of May, but, as of April 15th, 45 Honors students had deposited. Honors applicants are expected to have a substantive record of community engagement and co-curricular activities, in addition to a minimum 29 ACT/1300 SAT and 3.5+ GPA, and are required to submit an additional essay.
• To encourage admitted students to accept our invitation, this year, Honors hosted an “Honors Experience Day,” one day prior to president’s open house, featuring sample honors classes, interactive presentations by faculty in key areas (music industries, design, English, chemistry), and a round-table discussion with current Honors students. Parents were able to attend their own Honors class by Honors alumnus, political scientist and associate director for advancement Chris Wiseman ’88.
• AJCU Honors Consortium Conference: In March, Honors hosted over 50 students and directors from 13 AJCU Honors Programs. Highlights included a keynote by AJCU President Michael Sheeran, SJ, discussing the current educational policy landscape in Washington; a workshop on
the pastoral circle by Fred Kammer, SJ, director of JSRI; a review of the “Essential Characteristics of a Jesuit Honors Program”; and Mass at St Louis Cathedral.

- **Mission Imprint Reception:** Since January 2014, Honors students have served as literacy tutors for k-2 graders at Renew Cultural Arts Academy. This semester, thanks to a grant from the National Collegiate Honors Council’s Portz Foundation, students have assisted 1st grade students in writing their own stories to be included in a class book. Each child will receive his or her own copy at a reception to be held in the St Charles Room on April 23rd at 12:30. The children will arrive on buses funded by the Portz Grant, with assistance from Mission and Ministry; refreshments will be served courtesy of Sodexo. Bring your hankies for what should be a moving event as we work to improve literacy and stop the school to prison pipeline in New Orleans.

- **Social Justice as a Learning Outcome in Honors:** A study (by Honors Director Naomi Yavneh Klos, former Psychology Professor and Loyola alumnus Kendall Eskine, and Ignatian scholar Michael Pashkevich) measuring social justice as a learning outcome for the 1st year Honors Ignatian Colloquium will appear in the September 2015 issue of JNCHC (The Journal of the National Collegiate Honors Council).

**Office of Grants and Sponsored Projects**
Dr. Heidi Davis was named LAICU representative to the Board of Regents Support Fund Advisory Committee

**Office of the Common Curriculum**
Throughout the Spring 2015 semester the Office of the Common Curriculum has undertaken a thorough review of the revised Common Curriculum that was implemented in Fall 2013. The goal of that review is to identify opportunities to simplify a complex program while retaining its focus on preparing students with a broad education upon which to build their majors and equipping our graduates with the values that will enable them to have a positive effect on the world.

The Common Curriculum currently consists of 51 credit hours of coursework divided into Introductory and Advanced requirements in English, history, philosophy, religious studies, mathematics, natural science, social science, creative arts and cultures, foreign language, and ethics. Because of its size, the Common Curriculum cannot be fully accommodated by all majors, and the tendency has been to provide exemptions from core requirements to students enrolled in certain degree programs. The proliferation of exceptions and exemptions has hampered our ability to communicate effectively degree requirements to individual students.

The current effort to streamline the Common Curriculum seeks to identify a true core of the core of 39 credit hours to be completed by all undergraduate students, with students enrolled in non-professional degree programs undertaking additional liberal arts coursework. A leaner and more truly common general education program will enable our students to navigate their degree programs with greater ease to ensure that they graduate in a timely fashion and will aid our faculty and staff advisers in assisting students to register for courses.

Faculty, staff, students, and administrators across the campus have been engaged for the last several months in wide-ranging conversations about how best to achieve our goal of delivering a high-quality, values-based core curriculum with a minimum of complication to Loyola undergraduates. The Standing
Committee on the Common Curriculum will recommend alterations to the current structure of the Common Curriculum aimed at achieving this goal by the conclusion of the spring semester.

**Office of Community Engaged Learning, Teaching, & Scholarship**

Heather Mack is representing Loyola on the steering committee of the Catholic Social Tradition Learning & Research Initiative. This is a research collaborative with 15 institutions nation-wide, funded through University of Notre Dame’s Center for Social Concern. The initiative is researching how the principles of Catholic Social Tradition are taught, learned and applied by students at Catholic higher education institutions.

**Upward Bound Program**

Shelsy Cacho, Loyola Upward Bound participant and senior at Helen Cox High School, has been awarded the Loyola University New Orleans President’s Scholarship. She has also been awarded a Social Justice Scholarship through the College of Social Sciences along with the Louisiana TOPS Opportunity Scholarship and Performance Stipend. Shelsy has been awarded over $28,000 annually in scholarship dollars through Loyola and is very excited about attending Loyola in the fall.

**Jesuit Commons: Higher Education at the Margins (JC-HEM)**

Melanie McKay, Vice Provost for Academic Affairs, is representing Loyola at the national Jesuit Commons: Higher Education at the Margins (JC-HEM) institutional liaisons meeting in San Francisco in April. The meeting will launch new curricula for programs offered online to students in Kenya, Malawai, Afghanistan, Jordan, Thailand, Chad, Sri Lanka, Taungyi, and the Philippines. Loyola University New Orleans has been a member since 2013. One of our faculty taught a course this spring for students in Jordan and Africa.

**Center for International Education**

This year, Loyola hosted 13 students sponsored by the Brazil Scientific Mobility Program (BSMP). The program, which allows students to study abroad for a year, is part of the Brazilian government’s larger initiative to grant 100,000 students the opportunity to attend the world’s best colleges and universities. The Center for International Education worked with the Institute for International Education, which manages BSMP in the U.S., to bring these students to Loyola. The students complete their program in August and Loyola will be hosting more Brazilian students beginning in July.

The Loyola in Ecuador program, based at the Jesuit University in Quito Ecuador, began in Fall 2014. Nine students have studied on the program with a Resident Director who teaches a course and organizes field trips related to the class in such places as the Yasuni research station in the Amazon, an indigenous village, the Galapagos and much more. The students live with host families and study Spanish, take university academic courses in a variety of fields, work in university biology labs, and volunteer in a variety of locations. The program has been very successful with the students and another six students will be attending in fall 2015.
Office of Student Success and Institutional Research and Effectiveness

- Efforts to support the new articulation agreements are ongoing. Each of the colleges are now preparing documents called “Roadmaps to Degree,” which indicates to community college students the specific courses that are required to transfer to Loyola and complete the transfer degree in 2 years. These are advising documents that will ensure student success. 2+2 degree programs are highly structured.

- Planning for the Quality Enhancement Plan (QEP) continues under the direction of Dr. Joy Allen. The QEP Steering Committee worked with Dr. Cathy Rogers and her Public Relations students in the fall semester and, now, with Dr. Daniela Marx and her Graphic Design students, to finalize the brand and identity of the QEP. The theme of the QEP will be: “Discerning Minds: Experience, Reflect, Transform.” Student Learning Outcomes for the QEP have been finalized:

1. Students will describe their experience, including observations, reactions, and feelings generated. Examples include, but are not limited to: critiquing the assumptions and attitudes they and others bring to the experiential learning component; comparing and contrasting their expected learning with their actual learning derived from experiential learning activities.

2. Students will reflect on and articulate connections between experiential learning activities and coursework. Examples include, but are not limited to: connecting/integrating classroom theories with real-world experiences, critically examining academic knowledge in light of evidence and experience, and/or critically reflecting on the relationship between experiential learning and their academic experience.

3. Students will reflect on the impact that experiential learning activities have had and will have on their relationships to the world in which they live. Examples include, but are not limited to: applying theories and ideas studied and/or skills developed at the university in new and different contexts; examining how this experience has broadened their understanding of the discipline and the world of themselves as learners; synthesizing the meaning of the experience with their current and future learning; integrating experience as a means to shape and frame vocational and career direction and life goals.

Monroe Hall
The renovation of Monroe Hall continues to proceed on-schedule and all major construction has been completed. Minor finishing work continues on the exterior of the building. Significant progress has been made with addressing punch-list items, and we are on-schedule to move the Art/Design and Theatre departments into the building after the close of the spring 2015 semester.