

College of Arts and Sciences

Strategic Plan

Adopted by A&S College Assembly, November 2001

Preface

Leadership by the College of Arts and Sciences in all phases of university life is essential if Loyola University New Orleans is to realize its current strategic goal:

As a Catholic, Jesuit university, Loyola University New Orleans seeks to be one of the leading comprehensive universities in the nation, as measured by the quality of its faculty and staff, the strength of its curricula, the effectiveness of its support services, and the excellence of its graduates. In pursuit of this goal, the University fosters a rigorous, critical education that is dedicated in the Ignatian tradition to truth, service, and justice.

The Strategic Plan for the College of Arts and Sciences is grounded in statements of the College's mission and vision that are congruent with the University's strategic goal. The Strategic Plan consists of

- a list of goals, objectives, and action strategies that will, when achieved, significantly enhance the quality of the institution (pages 4-6), and
- recommended implementation activities, including discussion of priorities, processes, and budgets for each action strategy (pages 7-41).

The first section outlines a direction for the College in the near future that will require the commitment of its faculty and the leadership of the Dean. The discussion of the action strategies in the second section demonstrates that the goals and objectives are achievable and that progress toward reaching them can begin immediately. The recommendations do not attempt to be definitive in all details, and the Dean should seek additional advice from the faculty as conditions in the University change in order to ensure achieving the strategic plan in a timely fashion.

Among the thirty-four recommended action strategies, four merit the highest priority:

- increase funding for course releases on a competitive basis to enhance the quality of teaching and scholarship (Goal IA1);
- develop a strategic plan for hiring ordinary faculty from under-represented populations (Goal IB1);
- establish a permanent College Planning Team (Goal IIIA1); and
- create a task force on academic advising (Goal IIID1).

For the College to achieve its strategic goals requires that its current operating budget be increased. The action strategies proposed here merit additional financial resources and should not be funded out of current resources. Clearly, the College requires an increased operating budget if it is to assist the University in becoming, as the revised strategic goal states, “one of the leading comprehensive universities in the nation.”

Background on Drafting the Strategic Plan

In December 2000, the dean appointed the seventeen faculty in the College of Arts and Sciences to serve as a Strategic Planning Committee which would advise him on initiatives to be undertaken by the College to assist the University in meeting its strategic goal. He charged the committee to deliver its report to him by the end of the 2001 spring semester. As the first order of business, the committee drafted and unanimously approved the following statement defining its mission:

The Arts and Sciences Strategic Planning Committee will recommend innovative ways in which the College can lead the university in achieving its stated goal "to be one of the leading Catholic comprehensive universities in the nation." The committee will reflect critically and creatively on initiatives designed to enhance the College's reputation for excellence and its position of leadership in the university. The committee will propose (1) appropriate action strategies and (2) implementation plans that the College can undertake beginning in the academic year 2001-02 and (3) clear measures to evaluate the progress made in accomplishing these objectives. The proposal will not be a plan covering all of the College's on-going activities; rather, it will consist of action strategies tied to specific goals appropriate to the College's vision of its central role in a comprehensive Jesuit liberal arts university.

The committee solicited ideas from the faculty via a listserv and also by hosting two town halls and a soup and substance lunch. It reported on its progress monthly at College assemblies and made working drafts of the strategic plan available on its web site.

The committee developed the following proposed goals, objectives, and action strategies in line with the August 2000 version of Loyola's Ongoing Institutional Objectives. Accordingly, the committee recommends plans that allow the College of Arts and Sciences to lead the university in its commitment to educating the whole person, a commitment founded on belief in the relevance of the Jesuit tradition in contemporary life and dedication to scholarship, learning, service, and justice. Plans proposed here also seek to enhance students' educational experiences both inside and outside the classroom. The Arts and Sciences faculty take seriously their responsibility to provide support and guidance that ensures success by students while at the same time offering an education that is both challenging and critical.

Arts and Sciences Strategic Planning Committee

Chair

David C. Estes
Associate Professor, English

Members

John Cornwell
Associate Professor, Psychology

William T. Cotton
Associate Professor, English
Director, University Honors Program

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Robert A. Thomas
Loyola Chair in Environmental Communications, Communications

Frank E. Scully, Jr., *ex officio*
Dean

STRATEGIC PLAN OF THE COLLEGE OF ARTS AND SCIENCES

The College's Mission

The mission of the College of Arts and Sciences is to educate and graduate students who understand and appreciate the accumulated knowledge of human culture, the arts and sciences, and the Judeo-Christian tradition; who understand the interrelated nature of all knowledge; who are able to think critically, evaluate alternatives, and make ethical and moral decisions; and who have a commitment to the Ignatian tradition of a life of justice and service to others. Additionally, it is the mission of the College to contribute to the expansion of knowledge through the scholarly and creative activities of the faculty.

The College's Vision

The College of Arts and Sciences seeks to lead the University toward its strategic goal of national prominence by enhancing the quality of the College's faculty, the strength of its curricula, the effectiveness of its support services, and the excellence of its graduates.

The College's Goals

Goal I. The College Will Enhance the Quality of Its Faculty.

Objective A. Increase support for faculty development.

Action Strategy A1: Increase funding for course releases to faculty members on a competitive basis to enhance the quality of teaching and scholarship.

Action Strategy A2: Increase the number of distinguished professorships.

Action Strategy A3: Increase financial support for conference travel.

Action Strategy A4: More effectively assist faculty in winning external grants.

Action Strategy A5: Encourage the University to increase funding for internal grants and to implement a summer stipend program.

Objective B. Increase the diversity of the ordinary faculty.

Action Strategy B1: Develop a strategic plan for hiring ordinary faculty from under-represented populations.

Action Strategy B2: Establish an endowed chair in African American studies.

Action Strategy B3: Sponsor lectures by African American scholars.

Objective C. Increase the number of Jesuits on the ordinary faculty.

Action Strategy C1: Actively recruit and review Jesuits for faculty positions.

Objective D. Better prepare faculty for tenure review.

Action Strategy D1: Institute a comprehensive year-long orientation program for new ordinary faculty.

Action Strategy D2: Offer new ordinary faculty a reduced teaching load in at least one semester during their first three years.

Action Strategy D3: Review and revise departmental protocols regarding tenure and the annual review process, including the three-year review.

Objective E. Adequately staff departments to meet enrollment demands.

Action Strategy E1. Develop a plan for hiring new tenure-track faculty based on current enrollment demands by department.

Action Strategy E2: Continue converting part-time positions to either full-time extraordinary or tenure-track positions, where appropriate.

Action Strategy E3: Increase compensation for part-time faculty to competitive levels.

Objective F. Increase the competitiveness of faculty salaries.

Action Strategy F1: Develop a proposal to increase average salaries relative to Loyola's peer institutions.

Action Strategy F2: Review and approve the College's criteria for awarding annual salary merit increases.

Goal II. The College Will Enhance the Strength of Its Curricula.

Objective A. Promote more effective teaching.

Action Strategy A1: Create an ad hoc committee to review class sizes and make recommendations for enrollment limits that promote student-centered learning.

Action Strategy A2: Implement interdisciplinary team-taught courses.

Action Strategy A3: Promote the faculty's use of service-learning throughout the curriculum.

Action Strategy A4: Conduct an on-going series on pedagogy and student learning.

Action Strategy A5: Expand participation by faculty in conferences on teaching and curriculum.

Objective B. Strengthen the undergraduate curriculum.

Action Strategy B1: Develop a comprehensive Freshman Year Experience with an enhanced curricular component.

Action Strategy B2: Establish a task force to develop a strategic plan for the Common Curriculum.

Action Strategy B3: Increase the operating budget for maintaining and replacing equipment.

Action Strategy B4: Establish an endowment fund for equipment.

Objective C. Strengthen existing graduate programs.

Action Strategy C1. Centralize the College's graduate programs.

Goal III. The College Will Enhance the Effectiveness of Its Service

Objective A. Increase the role of faculty in planning and evaluation.

Action Strategy A1: Establish a permanent College Planning Team.

Objective B. Enhance the College's leadership role in creating a shared intellectual life at Loyola.

Action Strategy B1: Establish an annual series on a significant theme that sponsors presentations by faculty across the disciplines.

Action Strategy B2: Establish a program of off-campus learning excursions led by faculty.

Objective C. Improve awareness of the activities and accomplishments of faculty, students, and staff in the College.

Action Strategy C1: Publish a College newsletter.

Action Strategy C2: Increase recognition of students on the Dean's List.

Objective D: Enhance the effectiveness of academic advising.

Action Strategy D1: Create a task force on academic advising.

Action Strategy D2: Improve the advising program for general studies students.

RECOMMENDED IMPLEMENTATION ACTIVITIES

Goal I. The College Will Enhance the Quality of Its Faculty

Objective A. Increase support for faculty development.

Action Strategy A1: Increase funding for course releases to faculty members on a competitive basis to enhance the quality of teaching and scholarship.

Problem Statement:

There is a need to increase incentives and opportunities for faculty development in order for Loyola to become a leading Catholic university. Some universities in our peer group already have a 3-2 teaching load. Moving to a similar teaching load must be the highest priority if the University is to achieve its strategic goal.

Activity Description:

In 2002-03 the College will begin to award one additional course release to ordinary faculty on a competitive basis to enhance the quality of teaching and scholarship. The course release for ordinary faculty will be based on either research (including external grant proposal writing), a course development proposal (including the introduction of service learning into existing or new courses), or other activities related to teaching. Applications for course development releases will be encouraged. The Dean will request applications semi-annually and will announce awardees prior to the deadline for submitting departmental course offerings for the next semester (typically early September and early January). The impact on departments and course offerings will be assessed and a plan to phase in a College-wide 3-2 teaching load based on merit will be developed by the College Planning Team. The funding for this pilot program will provide releases in addition to those already in existence, e.g., the course releases funded by external research grants. The College's members on the University Budget Committee, the University Planning Team, and the Standing Committee on Academic Planning will accept this objective as a priority and work toward securing funding for it in the College's annual operating budget.

Responsibility:

Dean and A&S members of UBC, UPT, and SCAP

Timetable:

A program will be initiated in phases over 3 years leading to a typical 3-2 teaching load based on merit in 5-8 years. The dean and the College Planning Team will establish the number of releases to be awarded each semester.

Budget:

The College Planning Team will evaluate various mechanisms (e.g., modifying class sizes and class formats, credit hours per course, etc.) for funding and implementing release time.

Evaluation:

The Dean will monitor productivity resulting from these additional releases. After three years, the Dean and the College Planning Team will assess the program and develop an on-going plan.

Goal I. The College Will Enhance the Quality of Its Faculty
Objective A. Increase support for faculty development.

Action Strategy A2: Increase the number of distinguished professorships.

Problem Statement:

Maintaining faculty excellence requires additional awards including more distinguished professorships.

Activity Description:

More faculty will be able to have additional resources. The Dean will request that distinguished professorships be included in the university's next capital campaign.

Responsibility:

Dean

Timetable:

In the next three years, establish 1-3 additional distinguished professorship positions.

Budget:

Undetermined

Evaluation:

Dean

Goal I. The College Will Enhance the Quality of Its Faculty
Objective A. Increase support for faculty development.

Action Strategy A3: Increase financial support for conference travel.

Problem Statement:

Faculty development requires active attendance (presenting a refereed paper or making other significant contributions) at professional conferences. Current support for one conference annually is not sufficient.

Activity Description:

At least partial support should be provided for a second conference.

Responsibility:

Dean

Timetable:

This program will be initiated in Fall 2001 and continued (possibly expanded) in future years

Budget:

College Planning Team will review historical expenditure of travel funds and recommend appropriate increases to meet faculty needs.

2001-02—fund 50% cost of the second conference. Cost: \$10,000-\$20,000.

2002-03 and later – similar budget if same percentage of support by the College is maintained.

Higher, if percentage of support by the College is increased.

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective A. Increase support for faculty development.

Action Strategy A4: More effectively assist faculty in winning external grants.

Problem Statement:

The number of successful grant proposals can be increased if additional guidance is provided, especially for junior faculty, in the grant proposal writing process.

Activity Description:

A faculty liaison in each division will advise faculty on designing grant proposals. The faculty liaisons will advise the Office of Grants and Research in designing workshops and providing other resources that meet the needs of faculty in the College.

Responsibility:

Dean

Timetable:

This program will be initiated in fall 2001.

Budget:

None

Evaluation:

Each faculty liaison will submit an annual report to the Dean describing activities and suggesting ways in which the College can better assist faculty in winning external grants. The Dean and the College Planning Team will evaluate needs and plan for appropriate on-going support.

Goal I. The College Will Enhance the Quality of Its Faculty
Objective A. Increase support for faculty development.

Action Strategy A5: Encourage the University to increase funding for internal grants and to implement a summer stipend program.

Problem Statement:

Internal grant proposals play an important role in faculty development. They can enhance both research activities and external grant writing. In the past, this budget line has been decreased. Significant increases (around 40% or more) are necessary to support the University's goal of national recognition for the institution.

Activity Description:

The Dean will lead the other Deans in developing a proposal for a summer stipend program and presenting it to the Provost. The program will provide approximately \$5,000 support for faculty who devote the summer months to a research project rather than to teaching. The proposal to the Provost will also include target amounts for the budgets of all current internal grants programs so that the Colleges can meet their strategic goals.

Responsibility:

Dean

Timetable:

On-going

Budget:

Unknown

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective B. Increase the diversity of the ordinary faculty.

Action Strategy B1: Develop a strategic plan for hiring ordinary faculty from under-represented populations.

Problem Statement:

Despite the University's pride in the diversity of the student body, many minority groups are under-represented among the ordinary faculty. There is currently no strategic plan for addressing this problem. The need for hiring is most urgent in terms of African Americans. Presently, 3 of 140 ordinary faculty are African American. Working to increase the diversity of faculty is an important way in which the College can contribute to the Jesuit commitment to promote justice.

Activity Description:

A faculty committee will assess the recent employment history of under-represented populations in the College and will propose a plan including both immediate and long-term recommendations for ways to increase the diversity of ordinary faculty. The committee will evaluate such recruitment strategies as head hunters, partnerships with other universities in New Orleans, signing inducements, and other methods now being used in academia. Because of the acute need to increase African Americans on the faculty, the committee will give particular attention to proposing effective strategies for recruiting candidates from this group.

Responsibility:

Dean and faculty committee

Timetable:

Report due to Dean by December 2001

Budget:

To be determined

Evaluation:

The Dean and College Planning Team will assess recruitment efforts annually and propose appropriate strategies for hiring new ordinary faculty from under-represented populations.

Goal I. The College Will Enhance the Quality of Its Faculty
Objective B. Increase the diversity of the ordinary faculty.

Action Strategy B2: Establish an endowed chair in African American Studies.

Problem Statement:

The College's commitment to racial justice and minority hiring needs to be made concrete and visible to the general public.

Activity Description:

The College will ask the Provost and the President to initiate the process of fundraising for the endowed chair. Since this is a high priority for the College, we will do all we can to assist those responsible. When the endowment is in place, the Dean will appoint a search committee to find and recruit a prominent and nationally recognized leader in the field.

Responsibility:

Dean. Chairs of the various Departments in which such a scholar could be appointed.

Timetable:

Fall 2001: Submit request to Provost and President.

2002: Fundraising for the endowment.

2003: Search and appointment.

Budget:

To be determined.

Evaluation:

Dean and College Planning Team.

Goal I. The College Will Enhance the Quality of Its Faculty
Objective B. Increase the diversity of the ordinary faculty.

Action Strategy B3: Sponsor lectures by African American scholars.

Problem Statement:

The exposure to various aspects of diversity including ethnic diversity is crucial for development of both students and faculty. Since the ethnic diversity among faculty is not satisfactory, intellectual exchange between ethnic minorities and Loyola faculty needs to be enhanced. Similarly, the University has a poor reputation in terms of minority hires and can benefit from increased dialog with minority scholars and from their assistance in identifying job candidates.

Activity Description:

Plan several lectures for 2002-03 by African American scholars. In addition to delivering a formal lecture, these scholars will meet with students and faculty during a two-day stay. The College will invite scholars in each of its three divisions. Funding may come from existing resources (e.g., Biever Guest Lecture Series and Diversity Champions Committee). A planning committee composed of faculty and students from each division will begin working in 2001-02 to select, invite, and coordinate the visits of these scholars.

Responsibility:

Dean and faculty committee

Timetable:

2001-02: Faculty and student planning committee appointed by Dean

2002-03: Campus visits by African American scholars

Budget:

To be determined.

Evaluation:

College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective C. Increase the number of Jesuits on the ordinary faculty.

Action Strategy C1: Actively recruit and review Jesuits for faculty positions.

Problem Statement:

As a Jesuit institution, Loyola should strive to maintain Jesuits on the ordinary faculty. Achieving this goal is especially important to the College of Arts and Sciences, in part, because the Common Curriculum is fundamental in incorporating in to the curriculum the Jesuit values central to the University's goals and character.

Activity Description:

The Dean will work on an on-going basis with the President and Provost to identify potential Jesuit faculty candidates and will ask departments to review their credentials.

The Dean will propose to the University that for each Jesuit hired he be authorized to increase the size of the College's ordinary faculty by one. This new hire will be assigned to a department on the basis of its faculty needs assessment.

Responsibility:

Dean

Timetable:

2001-02 and on-going

Budget:

To be determined

Evaluation:

College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective D. Better prepare faculty for tenure review.

Action Strategy D1: Institute a comprehensive year-long orientation program for new ordinary faculty.

Problem Statement:

The present orientation program is somewhat perfunctory and could more thoroughly integrate these faculty into Loyola.

Activity Description:

A rotating faculty leader or team will plan a series of diverse sessions throughout the year for new faculty. These events will allow faculty to become better acquainted with each others as well as to meet informally with administrators and faculty leaders from across campus.

Responsibility:

Dean and Faculty Leader for New Faculty Orientation

Timetable:

This program will be initiated in 2001-02.

Budget:

Entertainment: \$1000 each year.

Evaluation:

The faculty leader will submit an annual report to the Dean describing activities and proposing necessary modifications in the program for the following year.

Goal I. The College Will Enhance the Quality of Its Faculty
Objective D. Better prepare faculty for tenure review.

Action Strategy D2: Offer new ordinary faculty a reduced teaching load in at least one semester during their first three years.

Problem Statement:

In order to remain competitive with other universities in recruiting and retaining new faculty, the College should offer a reduced teaching load prior to the three-year review. The reduced teaching load will allow junior faculty the time to meet the publication expectations to which Loyola aspires as a leading comprehensive Catholic university.

Activity Description:

The junior faculty member will determine in consultation with his or her department in which semester prior to the three-year review the teaching load will be reduced. The College Planning Team will assist the Dean in developing a plan to finance this activity and report to the College by 1 December 2001.

Responsibility:

Dean and Department Chairs

Timetable:

The reduced teaching load will be offered during the 2001-2002 hiring process in contracts for tenure track faculty hired to begin service in the 2002-2003 academic year.

Budget:

Undetermined amount used from the separate budget for new hires.

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective D. Better prepare faculty for tenure review.

Action Strategy D3: Review and revise departmental protocols regarding tenure and the annual review process, including the three-year review.

Problem Statement:

There is a need to provide better guidance and feedback for the tenure track faculty. The current three-year review should be more fully described and be appropriately incorporated into departmental protocols.

Activity Description:

1) Each department will review statements in its protocol regarding tenure and the annual review process for tenure-track faculty. Revisions will be made where necessary to describe accurately the department's current standards and procedures. Each protocol should contain guidelines for departmental review of teaching, research and service during the tenure process. Also, each department should describe the criteria it follows in conducting the three-year review that the Dean has recently instituted for tenure-track faculty in the semester following three years of employment. Revised protocols will be submitted for approval as described in the College Handbook.

2) In consultation with Chairs, the CRTC, and AAUP officers, the Dean will prepare a "best practices" pamphlet to guide the candidates through the tenure process. The pamphlet should be introduced during new faculty orientation.

Responsibility:

Departments and the Dean

Timetable:

2001-02

Budget:

None

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty

Objective E. Adequately staff departments to meet enrollment demands.

Action Strategy E1: Develop a plan for hiring new faculty based on current enrollment demands by department.

Problem Statement:

The 1995 self-study quoted the Statement of Educational Purpose and University Plan that in 1995 stated that "Loyola will maintain student enrollments approximately at the current level while continuing to enhance student quality as measured by standardized tests and high school grades" (Institutional Self Study, 143). In the ensuing years, however, Loyola has steadily increased the size of the incoming freshman class. As a result, departments do not have enough faculty and support staff to meet the increasing demands related to rising freshman enrollments.

Activity Description:

The College Planning Team will stipulate criteria for evaluating needs for additional faculty in departments and will use these criteria along with information from departmental annual reports to identify the departments most in need of additional tenure-track faculty. The dean will develop a plan to implement the College Planning Team's recommendations for hiring.

Responsibility:

Dean, College Planning Team, and Department Chairs

Timetable:

The College Planning Team will report to the Dean by April 2002. This activity will be repeated on a three-year cycle.

Budget:

To be determined

Evaluation:

Dean

Goal I. The College Will Enhance the Quality of Its Faculty

Objective E. Adequately staff departments to meet enrollment demands.

Action Strategy E2: Continue converting part-time positions to either full-time extraordinary or tenure-track positions, where appropriate.

Problem Statement:

The overuse of part-time faculty, especially to teach introductory courses, inhibits the ability of the College to retain students and to make a strong connection with students through faculty interaction.

Activity Description:

All departments will complete an assessment of the number of part-time faculty in their departments over the past five years. Departments will develop plans, where appropriate, to combine part-time positions into full time adjunct positions with three-year contracts. The Dean will seek funding to move full time adjunct positions, where appropriate, into tenure track positions within six years.

Responsibility:

Dean and Department Chairs

Timetable:

Chairs will have the assessment of use of part-time faculty completed by December 2001. Chairs will present a plan for shifting from part time to full-time adjuncts by March 2002. Dean will work with chairs to offer full-time adjunct contracts by May 2002.

Budget:

The part-time budget will be used to fund full-time adjunct positions.

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty

Objective E. Adequately staff departments to meet enrollment demands.

Action Strategy E3: Increase compensation for part-time faculty to competitive levels.

Problem Statement:

The College has an outstanding and dedicated part-time faculty. They fully deserve fair compensation and increased fringe benefits.

Activity Description:

The Dean will develop and implement a plan for fair compensation and fringe benefits for part-time faculty.

Responsibility:

Dean

Timetable:

Dean will develop the plan by December 2001. Dean will work with Provost to modify contracts that are issued for 2003-04.

Budget:

To be determined.

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective F. Increase the competitiveness of faculty salaries.

Action Strategy F1: Develop a proposal to increase average salaries relative to Loyola's peer institutions.

Problem Statement:

There is a need to provide more competitive salaries for faculty.

Activity Description:

The Dean will work with the Strategic Faculty Salary Committee to evaluate current salaries and the amounts of money needed to bring salaries to the 60th, 66th, and 75th percentiles of Loyola's peer institutions. Figures in this plan will be considered in context with the Klemm Associates' recommendations to alleviate salary compression problems, but will keep in mind that the directive of Klemm was to move Loyola back only to the median level of the peer group. Thus the dean's plan must be prefaced with a statement that in order to create a College that performs as a leading comprehensive university, the faculty must be rewarded accordingly. In preparing this plan the Dean will work with the College Planning Team to be appointed in fall 2001.

Responsibility:

Dean, College Planning Team, Provost, and President

Timetable:

December 2001: Present plan to Provost

Budget:

To be determined.

Evaluation:

Dean and College Planning Team

Goal I. The College Will Enhance the Quality of Its Faculty
Objective F. Increase the competitiveness of faculty salaries.

Action Strategy F2: Review and approve the College's criteria for awarding annual salary merit increases.

Problem Statement:

There is a need to go through the next stage for improving the guidelines for salary increases. Also acceptance of the guidelines by College Assembly is necessary.

Activity Description

Working with the Strategic Faculty Salary Committee, the Dean will review guidelines used in awarding merit raises in spring 2001. The revised criteria will be presented to the College Assembly for its approval at the September 2001 meeting.

Responsibility:

Dean

Timetable:

September College Assembly

Budget:

None

Evaluation:

Dean and College Planning Team

Goal II. The College Will Enhance the Strength of Its Curricula
Objective A. Promote more effective teaching.

Action Strategy A1: Create an ad hoc committee to review class sizes and make recommendations for enrollment limits that promote student-centered learning.

Problem Statement:

The university's mission is to foster a student-centered style of learning. Yet many classes, particularly sections of introductory departmental and Common Curriculum courses, are too large to further this mission. The College lacks an on-going process for evaluating the enrollment levels in these courses in relation to innovative student-centered teaching methods relying on extensive writing, group projects, seminars, and other non-lecture formats.

Activity Description:

Departments will assess innovative student-centered teaching strategies currently being used in both departmental and Common Curriculum courses and will also assess teaching methods faculty wish to implement if possible. Departments will next determine the minimum activity to be required of students in sections using innovative student-centered strategies in order to achieve the educational goals of the course (for example, the total amount of writing or the number and types of projects or presentations to be required). Departments will submit a plan to the dean for reducing enrollments in sections of courses in which the instructor incorporates student-centered teaching methods. Plans will be funded beginning in 2002-03.

Responsibility:

Dean and departments

Timetable:

Assessment will begin in Fall 2001 and will be on-going.

Beginning in Fall 2002 enrollments will be reduced as departmental plans are approved and funded.

Budget:

To be determined.

Evaluation:

College Planning Team

Goal II. The College Will Enhance the Strength of Its Curricula
Objective A. Promote more effective teaching.

Action Strategy A2: Implement interdisciplinary team-taught courses.

Problem Statement:

Interdisciplinary team-teaching is an instructional method that can have a place in helping students synthesize ideas from diverse disciplines. Yet for many years at Loyola there has been little if any incentive for faculty to create interdisciplinary, team-taught courses because class size was expected to be double the norm. The College currently has a variety of interdisciplinary minors that may wish to explore the appropriateness of team-taught courses.

Activity Description:

The College will institute a pilot program designed to lead to a continuing program of offering interdisciplinary, team-taught courses.

During Fall 2001, the faculty advisory committees for all interdisciplinary minors (Africana Studies, American Studies, Catholic Studies, Environmental Studies, Film Studies, Latin American Studies, Medieval Studies, and Women's Studies) will be invited to assess the potential for offering interdisciplinary, team-taught course(s) by creating experimental courses according to current policies. After consulting with the faculty members and departments involved, each interested advisory committee will submit to the Dean by December 2001 a schedule for offering one or more such courses during the 2002-03 to 2004-05 academic years.

The Dean will assess the plans proposed by each committee and establish a master schedule for the 2002-05 period in time to include one or more such courses in the official schedule for fall 2002. During the three-year period, the Dean will schedule offerings on a rotating basis among the interdisciplinary programs, with at least one course being offered each semester. Enrollments beyond the norm will not be required for any of these courses.

During the final year of the pilot program, a faculty committee appointed by the Dean will assess its impact and recommend appropriate strategies for continuing to offer such courses on a permanent basis.

Responsibility:

Dean, Directors of Interdisciplinary Programs, and Department Chairs

Timetable:

Fall 2002-Spring 2005: Offer one or more experimental interdisciplinary team-taught courses per semester

2004-05: Evaluate and propose a permanent plan

Budget:

Variable depending on number of sections offered.

Evaluation:

Dean

Goal II. The College Will Enhance the Strength of Its Curricula
Objective A. Promote more effective teaching.

Action Strategy A3: Promote the faculty's use of service-learning throughout the curriculum.

Problem Statement:

In line with its stated mission, the University has recently made a major commitment to institutionalize service-learning across the academic curriculum. Loyola is one of only thirteen universities to receive an "Engaging Communities and Campuses" grant from the Consortium for the Advancement of Private Higher Education, an operating unit of the Council of Independent Colleges. This grant will support the establishment of an Office of Service Learning. It will coordinate activities between the University and community partners to maximize student learning while meeting community needs. The College is now in the position to take a leadership role in ensuring the success of this University initiative.

Activity Description:

Appoint a Faculty Leader for Service Learning to work with faculty to develop and implement a plan for instituting service-learning throughout the College. The Faculty Leader will serve as the liaison between the College and the Office of Service Learning and will serve on the University's Service-Learning Advisory Group. In addition, the Faculty Leader will advise faculty individually and coordinate development session to meet needs across the College. The Faculty Leader will work to incorporate service-learning into the College's proposed extended freshman orientation program and will explore incorporating service-learning into study abroad programs.

Recognize service learning in faculty workload and evaluation protocols. Meritorious contributions to service-learning in the classroom will be acknowledged and rewarded under the category of teaching.

Responsibility:

Dean and Faculty Leader for Service Learning

Timetable:

2001-02: Faculty Leader appointed; revision of faculty workload and evaluation documents to include service learning activities.

Fall 2002: Implementation of service-learning activity in extended orientation program

Budget:

One course release annually for Faculty Leader: \$3,000 annually

Funds for freshman orientation activity: \$1,500 annually

Evaluation:

The Faculty Leader will submit an report to the Dean annually describing activities and assessing needs. In the third year, the Faculty Leader will submit a detailed plan for continuing the College's leadership efforts in terms of the status of service learning at that time.

Goal II. The College Will Enhance the Strength of Its Curricula
Objective A. Promote more effective teaching.

Action Strategy A4: Conduct an on-going series on pedagogy and student learning.

Problem Statement:

The College needs to assert the centrality of teaching and student learning at Loyola. The faculty's interests include on-going issues in teaching and assessment as well as exploring the pedagogical implications of current emphases on diversity and technology. A faculty-led on-going series of discussions during the window about teaching was well received in the past. The College has recently focused on the importance it assigns excellent teaching by approving a student evaluation instrument.

Activity Description:

- 1). The Dean will appoint a faculty leader on pedagogy whose responsibilities will include organizing forums of various types (seminars, workshops, etc.) about university teaching and learning and also about pedagogical issues related specifically to the Common Curriculum, assisting departments in exploring pedagogical issues particular to their own needs, and proposing programs on pedagogy for such University-wide events as Loyola Day
- 2). The faculty leader will regularly attend the Freshman Year Experience Conference to remain current on trends in student-centered pedagogy.
- 3). Working with a committee of faculty appointed by the Dean, the faculty leader will formulate a plan for upgrading faculty teaching skills when necessary in response to student evaluations.

Responsibility:

Dean and Faculty Leader on Pedagogy

Timetable:

2001-02 -- Faculty leader initiates on-going series on pedagogy

December 2002 -- Submit to the Dean a plan for improving teaching in response to student evaluations.

Budget:

One course release per year for faculty leader: \$3,000

Speakers: \$2,000

Publicity and refreshments: \$1,000

Evaluation:

The faculty leader will submit an annual report to the Dean describing activities. In the third year, the faculty leader will recommend to the Dean and the College Planning Team a plan for addressing the faculty's pedagogical concerns during the next three years.

Goal II. The College Will Enhance the Strength of Its Curricula
Objective A. Promote more effective teaching.

Action Strategy A5: Expand participation by faculty in conferences on teaching and curriculum.

Problem Statement:

To enhance student-centered learning, the College needs, among other curricular concerns, to develop ways to expand the role of introductory Common Curriculum and departmental courses in the freshman year experience. National conferences offer faculty an opportunity to learn from the experiences of other universities. Improving knowledge of current pedagogical and curricular issues by a diverse group of faculty members will enhance planning within the College.

Activity Description:

- 1). The Dean will select one or more conferences annually to which to send faculty representatives. These may include such on-going conventions as the Freshman Year Experience Convention or special issue meetings locally, regionally, or nationally. Faculty representatives will be selected on a rotating basis from among those working with curriculum issues, particularly members of the Common Curriculum committee, the College curriculum committee. The dean will consider requests by individual faculty to attend conferences focusing on teaching/curriculum within their particular disciplines. Depending on the locations of these conferences, four to five faculty members will be delegated as representatives in any one year. Faculty members will be responsible for submitting a written report to the Dean, who will forward it to such interested groups as the council of chairs, the College curriculum committee, and the Common Curriculum committee.
- 2). In order to increase our faculty's knowledge of current curricular issues in Jesuit higher education, the College will extend an invitation to host the Jesuit Core Education Annual Conference in spring 2002. The associate dean will be responsible for arrangements.

Responsibility:

Dean and Associate Dean

Timetable:

2001-02 and on-going: faculty representatives to conferences
Spring 2002: host Jesuit Core Education Conference

Budget:

Expenses for 4-5 faculty members to conferences: \$5,000 annually
Cost of hosting Jesuit Core Education Conference unknown

Evaluation:

The Dean will receive written reports from all faculty representatives.

Goal II. The College Will Enhance the Strength of Its Curricula
Objective B. Strengthen the undergraduate curriculum.

Action Strategy B1: Develop a comprehensive Freshman Year Experience program with an enhanced curricular component.

Problem Statement:

The University Task Force on Student Success and Retention has focused attention on the relationship between retention and the quality of experiences by students during the freshman year. The College has not yet developed a well-integrated program for freshmen that focuses on aspects of academic life.

Activity Description:

A faculty committee will work with the Associate Dean to assess both the academic needs of freshmen and their current experiences across the College. These will include, but not be limited to, orientation activities at College and departmental levels and learning communities in the curriculum. Based on this assessment, the committee will propose a Freshman Year Experience program. The proposal will be given to the Dean in sufficient time to be implemented in Fall 2002.

Responsibility:

Dean, Associate Dean, and faculty committee

Timetable:

Report to Dean by April 2002

New Freshmen Year Experience program initiated in Fall 2002

Budget:

To be determined

Evaluation:

Dean and College Planning Team

Goal II. The College Will Enhance the Strength of Its Curricula
Objective B. Strengthen the undergraduate curriculum.

Action Strategy B2: Establish a task force to develop a strategic plan for the Common Curriculum.

Problem Statement:

By December 2001 the Common Curriculum will complete a year-long comprehensive review of the program that can serve as the basis for long-range curricular planning. Many faculty in the College have expressed a desire for broader involvement by the faculty in strategic planning for the Common Curriculum.

Activity Description:

The Dean will appoint a Common Curriculum Task Force to begin its work in Spring 2002. On the basis of the Common Curriculum Committee's comprehensive review, the task force will recommend to the College Assembly by January 2003 a strategic plan for the Common Curriculum in accordance with the College's mission and vision.

Responsibility:

Dean and task force members

Timetable:

2002

Budget:

To be determined

Responsibility:

Dean and College Planning Team

Goal II. The College Will Enhance the Strength of Its Curricula
Objective B. Strengthen the undergraduate curriculum.

Action Strategy B3. Increase the operating budget for maintaining and replacing equipment.

Problem Statement:

Several departments depend heavily on technology to support teaching and research. The current operating budget does not adequately fund the cost of maintaining and replacing equipment.

Action Strategy:

Departments will assess and report to the Dean their needs for on-going maintenance and replacement of equipment, for additional equipment, and for warranties and insurance. The Dean will propose to the Provost a plan for funding all equipment needs in the College.

Responsibility:

Dean and Department Chairs

Timetable:

2001-02 and on-going

Budget:

To be determined

Evaluation:

College Planning Team

Goal II. The College Will Enhance the Strength of Its Curricula
Objective B. Strengthen the undergraduate curriculum.

Action Strategy B4: Establish an endowment fund for equipment.

Problem Statement:

The College has not been successful in funding on-going departmental equipment needs through the annual budget process. To meet instruction and research objectives, departments need assurance that equipment needs will be met. An endowment fund can provide an on-going source of funds dedicated to equipment.

Action Strategy:

Departments will assess on-going equipment needs and submit a budget to the Dean that he will use to calculate the size of an endowment that will be adequate for the long-term. Working with the chairs of the departments with equipment needs, the Dean will prepare a proposal to include this endowment among the principal goals of the next University capital campaign.

Responsibility:

Dean

Timetable:

Fall 2001

Budget:

To be determined

Evaluation:

College Planning Team

Goal II. The College Will Enhance the Strength of Its Curricula
Objective C. Strengthen existing graduate programs.

Action Strategy C1. Centralize the College's graduate programs.

Problem Statement:

There is no central office for graduate programs in the College. Therefore, each department with a graduate program duplicates activities by managing its own advertising, recruiting, retention, databases, etc.

Activity Description:

Members of each A&S Department with a graduate program will be asked to develop a list of needs/concerns about their program(s). Faculty representatives from each of the A&S Departments with a graduate program will meet to discuss common needs. These individuals will typically be A&S representatives on the University Graduate Council. Past discussions have included the need for a central office or person that would be responsible for managing consistency in recruiting/advertising, public relations, web sites with appropriate links, financial aid/student assistantships, brochures/literature, resources, and databases. The committee will formulate a plan and timetable for meeting needs and present these to the Dean.

Responsibility:

Dean and Graduate Council

Timetable:

Fall, 2001: Meetings of Graduate Council.

January 2002: Graduate Council presents proposed plan to Dean.

Budget:

To be determined.

Evaluation:

The outcome of discussions between the Graduate Committee and the Dean will be reported to the Council of Chairs. The Graduate Committee will meet on a regular basis to discuss programs and implementation of new ideas.

Goal III. The College Will Enhance the Effectiveness of Its Service
Objective A. Increase the role of faculty in planning and evaluation.

Action Strategy A1: Create a permanent College Planning Team.

Problem Statement:

At present there are no opportunities for College's faculty to have consistent input into the planning process, to monitor the implementation of plans, and to assess their outcomes. There are too few venues for faculty to propose creative ideas for positive change in the College. Faculty feel that too often plans proposed by committees are not implemented.

Description of Activity:

In consultation with the Council of Chairs and the Chairs of all College-wide committees, the Dean will appoint seven faculty members as an ad hoc College Planning Team in Fall 2001. Three members will be from the division of humanities/arts and two from each of the other divisions. The members will elect a chair. The Dean will be a non-voting, *ex-officio*, member of the committee and will be required to attend its meetings. By December 2001, the planning team will propose to the College Handbook Committee a description of the responsibilities and membership of a permanent College Planning Team.

Until the College Planning Team becomes an official standing committee, the Dean will maintain the ad hoc team. It will be charged with monitoring implementation of the action strategies proposed in this document. It will continue the work of this strategic planning committee by initiating and discussing ideas relevant to all operations of the College, suggesting College priorities to the Dean, and working with the Dean to implement and monitor activities and evaluate their outcomes. The College Planning Team will seek to strengthen the College's impact on the University's planning and policies through on-going consultation with members from the College serving on University committees.

Responsibility:

Dean

Timetable:

October 2001: Dean will appoint an ad hoc College Planning Team.

December 2001: Proposal for permanent team to College Handbook Committee

March 2001: College Assembly considers proposal to create a College Planning Team as a standing committee.

September 2002: permanent College Planning Team formed

Budget:

None

Evaluation:

The College Planning Committee will report to both the Council of Chairs and the College Assembly at least once per semester.

Goal III. The College Will Enhance the Effectiveness of Its Service

Objective B. Enhance the College's leadership in creating a shared intellectual life at Loyola.

Action Strategy B1: Establish an annual series on a significant theme that sponsors presentations by faculty across the disciplines.

Problem Statement: The College needs to offer additional opportunities for intellectual discussion that involves faculty, students, and staff from across the disciplines. The Biever Guest Lecture Series already supports presentations by outside scholars. Similar support is needed for a variety of types of public presentations by Loyola faculty. Public intellectual discussions among faculty can be an important role model for students. The College needs to enhance its intellectual stature among colleagues at other universities in New Orleans as well as among the general population of the city.

Activity Description: The College will institute an on-going series of presentations by Loyola faculty on a significant annual theme. Focusing on a single theme for an entire academic year will allow many members of the community to share in an intellectual pursuit. The series will be directed by a tenured faculty member who receives one course release per semester. The director will work with departments and interdisciplinary programs within the College to select an annual theme. Efforts will be made to link events to courses so as to maximize impact. Presentations by non-Loyola faculty may be included in order to enhance the shared intellectual goals of the series, but the primary purpose of the series is to provide a forum for faculty. The director will be responsible for seeking additional funding for outside presenters (e.g., Biever Guest Lecture Series, Louisiana Endowment for the Humanities, or Board of Regents Grants). Because of the potential of this series for enhancing Loyola's stature in the community, the publicity budget should be adequate to place advertisements in the press. The dean's office will provide appropriate secretarial support for the director in publicizing and coordinating events in the series. The Dean will propose that Institutional Advancement seek an endowment of \$500,000 to support programs and release time for the director.

Responsibility:

Director of the series and Dean

Timetable:

Director will be appointed in fall 2001 and will begin planning the 2002-03 series in spring 2002. Dean will propose that an endowment for the series be included in the capital campaign -- Fall 2001

Budget:

Course release for director: \$3,000

Honoraria and hospitality: \$7,500

Potential to raise endowment support.

Evaluation:

Dean

Goal III. The College Will Enhance the Effectiveness of Its Service

Objective B. Enhance the College's leadership in creating a shared intellectual life at Loyola.

Action Strategy B2: Establish a program of off-campus learning excursions led by faculty.

Problem Statement:

The intellectual quality of student's lives can be enhanced by out-of-class experiences with a focus on learning supervised by faculty. The faculty can provide an important alternative to the entertainment and spiritual activities sponsored by Student Affairs and Campus Ministry, thus helping students to feel that the university is helping them as fully as possible to grow intellectually. The College can build on the success of the Honors Program in taking students to local cultural events. Many more students would enjoy the opportunity to experience museum exhibitions, theater, national parks, and historic sites--either in New Orleans or elsewhere--with faculty. But the logistics of such excursions are time-consuming and sometimes require special expertise. A coordinated program can overcome such obstacles and offer Loyola students a distinctive enhancement to their education, and one that will be attractive in recruiting new students.

Activity Description:

The College should establish a program of off-campus learning excursions led by faculty and coordinated by a faculty director. The director will be responsible for working with faculty in all divisions of the College to design excursions with a valuable learning component. A variety of options will be offered during the semester and vacation periods. Faculty leaders will be compensated by honoraria and/or travel expenses. The director will be a tenured faculty member who receives one course release per semester. The dean's office will provide secretarial support for publicizing events, coordinating travel arrangements, and collecting fees (when required) from participants. Although some local events may be free for those who register, admission and travel costs will generally be the responsibility of participants, not the College. Both group and educational discounts for which Loyola is eligible will help to reduce costs for participants. The Dean will propose that Institutional Advancement seek an endowment of \$300,000 to support scholarships for needy students and release time for the director.

Responsibility:

Director of the program and Dean

Timetable:

The program will be initiated in fall 2002

Budget:

Publicity: \$3,000

Potential to raise endowment support.

Evaluation:

Dean

Goal III. The College Will Enhance the Effectiveness of Its Service

Objective C. Improve the awareness of the activities and accomplishments of faculty, students, and staff in the College.

Action Strategy C1: Publish a College newsletter.

Problem Statement: The College currently has no formal means for informing all its members about significant achievements and events. Faculty must rely on various publications written by Institutional Advancement and by students for regular printed news. The College needs to exert greater control over how it is perceived by its own members as well as by others in the University.

Activity Description:

The Dean will appoint an ad hoc committee of faculty, staff, and students to advise him on the most appropriate goals, contents, and design of a newsletter that will be available in both print and on-line. The College will cooperate with staff in Institutional Advancement in producing the newsletter.

Responsibility:

Dean

Timetable:

Committee report by December 2001

Newsletter instituted in spring 2002

Budget:

Printing \$3,000 to \$5,000 annually

Other costs to be determined

Evaluation:

College Planning Team

Goal III. The College Will Enhance the Effectiveness of Its Service

Objective C. Improve the awareness of the activities and accomplishments of faculty, students, and staff in the College.

Action Strategy C2: Increase recognition of students on the Dean's List.

Problem Statement:

The Dean's List is an important on-going method of awarding academic success. The group includes more students than are invited to join departmental and other honor societies. Unlike these groups, the Dean's List exists in name only and includes no recognition events that allow students to get to know each other. The College should do more to reward academic achievers and to encourage them to socialize with each other and with faculty.

Action Strategy:

The Dean will sponsor social events to recognize Dean's List students each semester. Each January there will be an event especially for freshmen attaining the Dean's List the previous fall semester. Because of the size the Dean's List, events will be planned for majors after the freshman year according to the College's three divisions. These events will be held during the first several weeks of each semester for those making the Dean's List in the previous term. Faculty advisors will be invited to all events.

Responsibility:

Dean

Timetable:

Begin in 2001-02 academic year

Budget:

To be determined

Evaluation:

College Planning Team

Goal III. The College Will Enhance the Effectiveness of Its Service
Objective D. Enhance the effectiveness of academic advising.

Action Strategy D1: Create a task force on academic advising.

Problem Statement:

The faculty of the College are committed to the importance of advising by individual faculty members rather than by an advising staff. Effective academic advising is important to the mission of the University, and Loyola's emphasis on advising is implicit in promotional materials currently used to recruit students. The University Task Force on Student Success and Retention has identified excellence in individualized academic advising as an important institutional goal. Meeting this goal requires consensus among faculty in the College on such matters as the definition of advising, the extent of involvement by individual faculty and departments, assessment of quality in advising, and appropriate rewards for advising.

Activity Description:

A task force composed of faculty from all divisions of the College will assess the current academic advising system and the faculty's recommendations for enhancing current practices. It will study such on-going problems as the classification of advising as either teaching or service, disparity in advising duties among faculty, goals appropriate for academic advising, and evaluation of faculty advisors. The committee will formulate a definition of effective academic advising and propose plans for 1) distributing advising responsibilities more equitably among faculty throughout the College, 2) assessing and rewarding the activities of advisors, and 3) educating and enhancing the skills of advisors. The committee will also consider whether the College should propose changes in the Faculty Handbook that add advising to the current list of teaching, research, and service as faculty duties. Recommendations requiring approval of the College Assembly will be forwarded to the Dean in a timely fashion so that they can be implemented by Fall 2002.

Responsibility:

Dean and task force

Timetable:

Spring 2002: task force reports to Dean and College Assembly

Fall 2002: Dean implements proposed plan

Budget:

To be determined

Evaluation:

College Planning Team

Goal III. The College Will Enhance the Effectiveness of Its Service

Objective D. Enhance the effectiveness of academic advising.

Action Strategy D2: Improve the advising program for general studies students.

Problem Statement:

In the past, the College was known for its excellence in meeting the particular academic needs of general studies through a special advising program. Currently, the program lacks vitality and general studies students have been encouraged to declare a major upon entering the University. Recognizing the uniqueness of general studies students, the College wishes to enhance its ability to respond to their needs by revitalizing its general studies advising program.

Action Strategy:

Working with a faculty committee, the associate dean will assess the current needs of general studies students and evaluate advising strategies currently in place to meet those demands. The committee will propose to the dean an appropriate plan, to be implemented in Fall 2002, for enhancing the academic advising of general studies students.

Responsibility:

Dean, Associate Dean, and faculty committee

Timetable: Report to Dean by December 2001

New Freshmen Year Experience program initiated in Fall 2002

Budget:

To be determined

Evaluation:

Dean and College Planning Team