

**Humanities and Natural Sciences Council of Chairs Meeting**  
**Dean's Conference Room, Bobet 202J**  
**April 8, 2013**

**MINUTES**

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**I. Call to Order**

Interim Dean Maria Calzada called the meeting to order at 3:30 p.m.

Attended: Mary Brazier, Maria Calzada, Chris Chambers, William Farge, Mark Gossiaux, Don Hauber, Michael Kelly, Kenneth Keulman, Martin McHugh, David Moore, Thom Spence

Also Attended: Patrick Armstrong, Melissa Lightell, Mary McCay, Naomi Yavneh,

**II. Approval of Minutes**

Minutes of March 4, 2013 were accepted as written and unanimously approved.

**III. Announcements from Dean Calzada**

1. Faculty and Staff Excellence Awards are due in the dean's office by Monday, April 15<sup>th</sup>.
2. Bobet Fellowships are due in the dean's office by Monday, April 15<sup>th</sup>.
3. Annual staff performance reviews are due by May 31<sup>st</sup>.
4. Uriel Quesada has been working with me on several projects including course efficiencies in different programs and budgets.
5. Honorarium for external reviews – There was a discussion about the budget for honorarium for review and evaluation of faculty as part of the rank and tenure process. Faculty said that in the past it has been \$150. We must budget for this in the future.
6. Teaching Certification – We are in the process of hiring Jane Chauvin as the Director of Teaching Certification.
7. Chris Chambers stated that his department is receiving several complaints from faculty and students about the noise in Monroe Hall. Classes have had to be moved, so a report should be done on this situation. After a discussion it was decided that a memo from the chairs asking for some other space would be appropriate. Naomi Yavneh offered her honors room if anyone needs it.

**IV. Common Curriculum Update from Don Hauber**

Dr. Hauber says they have been through most of the approvals and are in the process of finishing up the DPCL's. He stated that they must be sure they are consistent. He reminded everyone that advanced common curriculum courses that haven't been revised need to be revised now. Revisions are needed even if the course is going to be taught sometime later. New students need to be taking the J or A courses. Rich Wilson has given this Friday as a deadline to update the DPCL's. It was suggested that there be extended periods for advising during this transition period.

**V. Honors Update from Naomi Yavneh**

Dr. Yavneh reported that there are changes to the Honors curriculum that will reflect the university's mission and will also have some flexibility. All Honors students will take a

minimum of 21 credit hours in the University Honors Program and will have core requirements. The DPCL's have not been created yet. (See attachment #1)

#### **VI. Student Success Forum – Mary McCay**

Dr. McCay stated that some of the issues that need to be discussed in Student Success Forums include student billing issues, the lack of a variety of courses, classroom usage space, evening and online courses and required courses meeting at the same time. Dr. McCay handed out a possible questionnaire for the Chairs Focus Groups, and asked that it be filled out by this Thursday. (See attachment #2)

#### **VII. Bulletin Information from Patrick Armstrong**

Patrick Armstrong reminded everyone of the deadlines for the bulletin:

Changes to Dean – May 6

Last day for Dean to approve changes – May 13

Clean up and submit to web team – May 17

Bulletin published – June 30

All new courses should be approved and have a J number. Please send all of your changes to Judith Hunt, Rich Wilson or Diane Riehlmann.

#### **VIII. College Handbook Revisions**

Discussions continued on the handbook revisions from the previous COC meeting on faculty evaluations. After making some changes the COC decided to send the revisions to the CA for considerations. (See attachment #3)

#### **IX. Changes to the Health Professions Advisory Board**

Dean Calzada reported that there have been requests to rename the Health Professions Advisory Board to the Pre-Health Professions (PHP) Board. The membership would also consist of 1 rep from each from Chemistry, Physics and Psychological Sciences, and 1 additional rep from Chemistry, Physics or Psychological Sciences. There were no other requests for changes. The changes were approved and will be sent to College Assembly. (See attachment #4)

#### **X. Senate Extraordinary Faculty Proposal**

Dean Calzada said that the duties of the extraordinary faculty need to be spelled out more clearly. Other issues discussed were continuing appointments of 3 – 5 years and using the title of visiting assistant professor as opposed to lecturer.

#### **Move to Adjourn**

The Meeting was adjourned at 5:00 p.m.

#### **ATTACHMENTS:**

**Attachment #1: University Honors Program Curriculum**

## University Honors Program Curriculum

The UHP curriculum satisfies the following objectives:

- To create a curriculum that reflects best practices in Honors, including a core, different levels of work, and Honors work in the major;
- To create a curriculum that reflects our Ignatian goals, values, mission and learning outcomes in terms of “Essential Characteristics of a Jesuit Honors Program”
- Create a curriculum flexible enough to work with the varying requirements of over 25 different majors and that dovetails with the common curriculum so that entrance into the UHP is not restricted to first year students.

The University Honors Program requires all Honors students to take a minimum of 21 credit hours in the UHP. It includes a core curriculum (10 credit hours); Honors seminars that replace ICC and ACC requirements (at least 11 credit hours), requirements that may be fulfilled with Honors seminars or A-level courses (0-6 credit hours), and six honors credits in the major, including at least three credit hours of senior thesis.

### **Core Requirements (10 credit hours)**

Honors First Year Seminar (3 credit hours, XXXX-H121)

Ignatian Colloquium (1 credit hour, HONS-H193)

Social Justice Seminar (3 credit hours, XXXX-H396)

Honors Ethics (3 credit hours, XXXX-H215)

### **Seminar Requirements (at least 11 credit hours, each discipline to be fulfilled, with up to 6 credits fulfilled by the core requirements, above – otherwise all H295)\***

*Replacing ICC:*

Philosophy (3 credit hours)

Religious Studies (3 credit hours)

History (3 credit hours)

*Replacing ACC:*

Creative Arts and Cultures (2 credit hours)

Social Science (3 credit hours)

Literature (3 credit hours)

*\* Both the “Social Justice” and “Ethics” seminars may fulfill one of the Honors seminar requirements, in addition to fulfilling a core requirement. Honors seminars are interdisciplinary, and a particular seminar may satisfy more than one requirement (for example, “Shakespeare and Music” can satisfy “creative arts and cultures” or “literature”)*

### **Requirements that may be fulfilled with Honors seminars or A-level major courses (0-6 credit hours)**

Mathematics (0-3 credit hours)

Natural Science (0-3 credit hours)

### **Requirements in the Major**

Thesis (0-3 credit hours, HONS-H491 or departmental equivalent)

## Essential Characteristics of a Jesuit Honors Program

### AJCU Honors Consortium

Although no single or definitive honors program model can or should be superimposed on all Jesuit institutions, the AJCU Honors Consortium has identified a number of essential characteristics that still might inspire our honors programs, and thereby unify our diverse efforts. No matter what form the various programs take, each is firmly committed to the goals of forming well educated men and women of intellectual depth who embody a solidarity with the poor and vulnerable, a firm commitment to a faith that does justice, and a life of servant leadership with and for others.

The following characteristics can be understood as more detailed expressions of the essential Ignatian character underlying our programs:

- **The Ignatian Tradition:** Students understand that there is a congruence between their individual day to day lives, the long and deep strands of the Jesuit tradition, and the wider channels of the liberal arts. Jesuit honors programs help students to see that these are traditions to which they belong, and by whose perspectives and values they are formed. At the same time, these traditions and canons are living things to which all can contribute, both constructively and critically.
- **The Intellectual Apostolate:** In keeping with what Fr. Peter-Hans Kolvenbach has called the intellectual apostolate of Jesuit institutions, Jesuit honors programs bear witness to the intellectual integrity of a worldview rooted in the Ignatian tradition, which affirms a harmony between reason and faith, between the life of the mind and the life of the spirit, between the thirst for knowledge and wisdom and initiatives for peace and justice. As part of their concern for knowledge in its own right, honors programs at Jesuit institutions should also work against exclusively professional views of education. At the same time, these programs should also foster an Ignatian sense of vocation that calls students to bring their intellectual talents into service of the world's great needs.
- **Compassion and Wisdom:** Jesuit honors programs should, in the words of Superior General Fr. Adolfo Nicolás engage in the "hard work of forming communities of dialogue in the search for truth and understanding." In so doing, they should also seek to relate their wider intellectual concerns to the Ignatian goals of service, compassion, and wisdom – such as by including in their curricula courses on moral and social issues and opportunities for service learning.
- **Integrative Learning:** Given the interdisciplinary and integrative orientation of many honors programs, a special contribution of honors programs at Jesuit institutions is to illuminate the ultimate connectedness of all knowledge and the universality of truth, both of which can be seen as being rooted in the Ignatian search for God in all things.
- **Engaging Christian Humanism:** Many honors programs at Jesuit institutions incorporate a great books or great ideas approach in their curricula, while others focus on timeless, great

questions. These approaches allow programs to engage the Christian humanism so central to the Ignatian educational tradition. Jesuit honors programs foster discussion of such issues as the relationship between the classical and the Christian intellectual traditions, as well as the relationship between faith and reason. A concern for both western and non-western cultures also fits well with the history of Jesuit engagement with the world and the Ignatian commitment to inculturation.

- **Reflection and Discernment:** One hallmark of honors education is its encouragement of active and independent learning. As a way of extending this to the whole person, honors programs in Jesuit institutions should normally provide opportunities to learn about Ignatian methods of reflection and discernment and strive to incorporate these methods into their courses and their extracurricular activities.
- **A Community that Cherishes *Cura Personalis*:** Most honors programs seek to form a distinctive honors community. In a Jesuit institution, such honors communities should be distinguished by the fact that they encourage care of the whole person, not just by faculty for students but by all members of the community for each other. In such a community, personal and intellectual relationships will reinforce each other as the community's diverse members grow in friendship and compassion. Such a community will also be distinguished by its inclusion of and respect for individuals from a variety of backgrounds and points of view.
- **Catalysts for their Institutions:** Honors programs are guardians of tradition even as they serve as generators of new ideas. In keeping with Jesuit ideals of service, honors programs at Jesuit institutions should seek to make contributions to their larger institutions, modeling commitment to the wisdom of tradition while providing leadership in the development of innovative pedagogies and community-based extra-curricular initiatives.

NCHC Presentation – “Jesuit and Honors: The Magis of Mission”

Tom Bowie, Regis College [tbowie@regis.edu](mailto:tbowie@regis.edu)

Harry Nasuti, Fordham University [nasuti@fordham.edu](mailto:nasuti@fordham.edu)

Brad Stone, Loyola Marymount University [brad.stone@lmu.edu](mailto:brad.stone@lmu.edu)

Mindy Walker, Rockhurst College [mindy.walker@rockhurst.edu](mailto:mindy.walker@rockhurst.edu)

Naomi Yavneh, Loyola University New Orleans [yavneh@loyno.edu](mailto:yavneh@loyno.edu)

## **Attachment #2: Student Success Forum**

### Possible Questions for Chairs Focus Groups

1. Does your major require that students take adjunct courses in another major(s)? If so, what are the majors and how many courses are required?
2. Does your major require that students take a minor?
3. If you have answered yes to question 1 or 2, have you, as a chair, spoken to the departments that your students must take courses in to coordinate scheduling?
4. Have you coordinated your class scheduling with any other departments other than department in which your majors take required adjuncts? If yes, what departments have you coordinated with? Why?
5. How has the limitation of classroom space affected your scheduling of classes? How?
6. Do you schedule class times and rooms according to seniority or to other priorities? Please explain what process you use if not seniority.
7. How much responsibility does your department have for providing courses in the common curriculum?
8. Does your department have an advising meeting for all majors prior to pre-registration?
9. Are your courses rotated in such a way that your majors can graduate in four years without attending summer school?
10. What provisions has your department made to accommodate the needs of evening students?
11. What three things would you suggest to improve the registration process for your department and your majors?

## Attachment #3: College Handbook Revisions

### SUGGESTED REVISIONS TO THE FACULTY HANDBOOK OF THE COLLEGE OF HUMANITIES AND NATURAL SCIENCES

#### Structure of the College

##### A. Dean

###### *Periodic Evaluation of the Dean*

The Dean is reviewed by the Provost and Vice President for Academic Affairs at the end of the first year of service and every three years after that, with input by a survey of the full-time faculty.

##### B. Assistant/Associate Dean

###### *Periodic Evaluation of the Assistant/Associate Dean*

The Assistant/Associate Dean is reviewed annually by the Dean and every three years by the full faculty.

#### Faculty Evaluations

##### Ordinary Faculty Evaluations

Merit Evaluations Para 1: All ordinary faculty members must be evaluated and ranked because of the Board of Trustees stipulation that salaries be based on merit.

Para 2: The departmental protocol, the protocol of SORC, and the University Faculty Handbook are the only documents on which annual review of ordinary faculty should be based."

The chairperson should request from all faculty members in the department a list of their activities during the past twelve months in the areas of teaching, professional activities and service. The chairperson should review this information, evaluate it according to the department protocol, and make recommendations to the dean, who makes decisions in consultation with SORC, for merit raises. See Procedures for Ordinary Faculty Salary Determination and SORC Guidelines on the College intranet.

##### Retention, Promotion and Tenure Evaluations

The criteria for retention, promotion and tenure are based on the departmental protocol. Therefore, clear statements of departmental expectations in general, but also by rank (assistant, associate professor, professor) should be stipulated. A separate annual review must be done prior to the Dean's

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recommendation on contract renewal for ordinary faculty on probationary appointments. This review should be signed by the chair and the faculty member. The faculty member may file an exception at that time, noting points of disagreement, etc. These documents are then forwarded to the Dean who reviews them, adds elements of his/her own knowledge, experience etc., writes his/her own evaluation, and copies that evaluation to the departmental chair and the faculty member. An exception may be filed at this time also. The total package then goes to the Provost/Vice President for Academic Affairs who will follow the procedures in the University Faculty Handbook. Additional details on the evaluation of ordinary faculty for retention, promotion and tenure can be found on the College intranet. See Guides, Protocols and Materials Needed for Retention, Promotion and Tenure.

#### Full-Time Extraordinary Faculty Evaluations

Guidelines for the review of extraordinary, non-tenure track faculty can be found on the College intranet.

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## Attachment #4: Health Professions Advisory Board

Revised and Approved by College Assembly 11-20-2008

Handbook of the College of Humanities and Natural Sciences

### Pre-Health Professions (PHP) Board Purpose

The Loyola University PHP board provides all Loyola University New Orleans students with information regarding (a) requirements to be met to enter health professions schools and (b) application procedures, including letters of recommendation if required by the health professional school, including a letter from the PHP board.

### Membership and Selection of Members

The committee shall consist of seven faculty members. Six members of the committee will come from the departments in the College that have pre-health curricula (2 from Biological Sciences, 1 each from Chemistry, Physics and Psychology, and 1 from either Chemistry, Physics or Psychology (with candidates proposed by the Chairs of those departments and selected by the Chair of the PHP board in consultation with the Dean of the College of Humanities and Natural Sciences), and 1 member will be from a non-science department, serving as an at-large member, to be selected by the Chair of the PHP board in consultation with the Dean of the College of Humanities and Natural Sciences. The Dean of the College of Humanities and Natural Sciences is an *ex officio* member of the committee. The Chair of the PHP board may invite a representative of the Career and Counseling Services as a non-voting guest to PHP board meetings.

All full-time, tenure-track/tenured faculty are eligible to serve. Representatives of the departments will be elected by their respective departments, not by the College Elections Committee. The term of office shall be three years, and committee members may serve consecutive terms. There is no term limit.

The term of the chair of the PHP board will be three years, and chairs may serve consecutive terms of so elected. The election of the chair will be by a vote of the members of the committee in the spring of the chair's third year of service. Terms of service for all faculty members, including the chair, commence at the start of the academic year.

### Meetings

Meetings of the PHP board are held once per semester and as needed. All meetings are called by the Chair of the PHP board.

### Responsibilities of the PHP board

The PHP board sponsors a University-wide meeting early in the fall semester of each academic year for all Loyola Pre-Health Students to meet with the Dean of the College of Humanities and Natural Sciences and the members of the PHP board. At that meeting, the students are given a Student Handbook, prepared by the PHP board, describing the nature

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of individual health professions, their salaries, and professional society contact information for, but not limited to, careers in Medicine, Dentistry, Optometry, Osteopathy, Nursing, Pharmacy, Physical Therapy, Public Health Careers, Chiropractic, Veterinary Medicine, and Allied Health Careers.

In the fall of every academic year, the PHP board provides students who wish to apply to Health Professions Schools with an application packet to be used to request and obtain evaluations/ recommendations from faculty members on behalf of the students.

Completed evaluations are to be submitted to the chair of the PHP board by February 1. The chair of the PHP board is responsible for interviewing the applicants. The PHP board Chair distributes these evaluations to the faculty members of the PHP board who prepare a letter of evaluation for each student applicant, returning the completed, composite letter to the Chair of the PHP board by the end of the spring semester. The chair then is responsible for editing the letters and submitting them to the institutions requested by the student applicants.

The PHP board is responsible for tracking, to the extent possible, the number of applications and the outcomes of those applications of the students for whom letters were submitted.

Updated April 25, 2007 Revised and Approved by College Assembly 11-20-2008

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